

**Eastside Elementary School
Flexible Learning Program
2015-2016**

August 31 - May 20, 2016 Before and During the School Day Two to Three Times a Week

FLP Rank Order I: Students that did not meet expected growth on the previous year's SLO, students who have were previously/and are currently served with EIP and/or SPED services, and students recently retained; and, if funding allows:

FLP Rank Order II: All other students that are not meeting standards, as identified by state assessment results; and, if funding allows:

FLP Rank Order III: Students who are meeting standards, as identified by state assessment results.

FLP Component 1:

Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at Eastside:

-Core content areas of Reading and Mathematics

-Students who don't meet state standards; who are currently served with EIP and/or SPED services; and students who have recently had a retention.

Eastside Elementary school serves students in grades Pre-Kindergarten through 5th grade. Over the past consecutive three school years (2012, 2013, and 2014), where the CRCT was used as a primary measure, Eastside's College and Career Readiness Performance Index (CCRPI) has dropped from a 68.7 (2012), to a 70.2 (2013), and finally to a low of 64.4 (2014). Our Achievement Gap has moved from a 2 (2012), to a 5 (2013), and finally to a 4 (2014), which resulted in a three year average of 3.7. In comparison to the state average, this 3 year average of 3.7 was low enough to include Eastside in the 2015 List of Focus Schools.

During the past three years, our CRCT scores for students Meeting and Exceeding were as follows:

ELA:	2012 (91%), 2013 (86%), and 2014 (89%)
Reading:	2012 (95%), 2013 (94%), and 2014 (95%)
Math:	2012 (85%), 2013 (84%), and 2014 (84%)
Science:	2012 (81%) 2013 (81%), and 2014 (74%)
Social Studies:	2012 (77%), 2013 (71%), and 2014 (72%)

Our focus with the FLP will be to address all skills related to Reading and Mathematics. Of most importance are the Reading skills of comprehension, vocabulary acquisition, and reading fluency, because all subject areas rely on basic reading skills. All students meeting our Rank

Order 1 requirements will be served with additional tutoring in these areas, in order to reduce the achievement gap. Our goals are as follows:

- The percentage of students meeting expected growth on **Reading/ELA SLO's** will be:
 - Kindergarten: 2015 (99%), 2016 (99%), and 2017 (100%)
 - 1st grade: 2015 (85%), 2016 (88%), and 2017 (91%)
 - 2nd grade: 2015 (90%), 2016 (93%), and 2017 (95%)
 - 3rd grade: 2015 (67%), 2016 (70%), and 2017 (73%)
 - 4th grade: 2015 (70%), 2016 (73%), and 2017 (76%)
 - 5th grade: 2015 (72%), 2016 (75%), and 2017 (78%)
- The percentage of student meeting expected growth on **Mathematics SLO's** will be:
 - Kindergarten: 2015 (100%), 2016 (100%), and 2017 (100%)
 - 1st grade: 2015 (95%), 2016 (97%), and 2017 (99%)
 - 2nd grade: 2015 (89%), 2016 (92%), and 2017 (95%)
 - 3rd grade: 2015 (78%), 2016 (81%), and 2017 (84%)
 - 4th grade: 2015 (64%), 2016 (67%), and 2017 (70%)
 - 5th grade: 2015 (55%), 2016 (58%), and 2017 (61%)

FLP Component 2:

Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students greatest academic need.

The Office of Federal Programs will coordinate funding and services for the Title 1 Flexible Learning Program (FLP) to support students at Eastside Elementary in Math, Science and Social Studies. Eastside Elementary's ranking of students is aligned to the required Federal rank order as outlined by the Georgia Department of Education ESEA Flexibility Waiver.

The following are the Eligibility and Ranking Requirements:

FLP Rank Order 1: Students represented in the following groups that are not meeting standards according to the state assessment results: Students with disabilities, English Learners, or free and reduced price lunch subgroups; and, if funding levels allow:

FLP Rank Order 2: Other students that are not meeting standards according to the state assessment results; and, if funding levels allow:

FLP Rank Order 3: Students who are meeting standards, as measured by the state assessment results.

Multiple Selection Criteria Ranking:

The multiple educationally related selection criteria for Kindergarten through third grade students are based upon Response to Intervention status, Progress Report Card Data, previous year's data on the current Student Learning Objective (SLO), student performance on this year's pre-test Georgia RESA Assessment of Student Progress (GRASP), and student retention data. The highest score is 11 points. While Mathematics, Science and Social Studies data from the Response to Intervention status, Progress Report Card Data, previous year's data on the current Student Learning Objective (SLO), student performance on this year's pre-test Georgia RESA Assessment of Student Progress (GRASP),

previous year's data from Georgia Milestones and student retention data are used as the criteria for fourth and fifth grade students. The highest possible score for students is 21 points.

<u>Weight Scale (Kindergarten - 3rd):</u> Maximum of 10 points from 3 categories	<u>Weight Scale (4th and 5th):</u> Maximum of 10 points from 3 categories
Category 1:	Category 1:
Progress Report Grade (K-3rd):	Progress Report Grades (4th-5th):
Does Not Meet Standards - 5 points	Does Not Meet Standards: 5 points
In Progress - 3 points	In Progress: 3 points
Meets Standards - 1 point	Meets Standards: 1 point
Category 2:	Category 2:
Student Learning Objective Score (K-3rd):	Student Learning Objective Score (4th-5th):
Does Not Meet Standards - 3 points	Does Not Meet Standards: 3 points
In Progress - 1 points	In Progress: 1 points
Meets Standards - 0 points	Meets Standards: 0 points
Category 2:	Category 2:
Georgia RESA Assessment of Student Progress (K-3rd):	Georgia RESA Assessment of Student Progress (4th-5th):
Does Not Meet Standards - 3 points	Does Not Meet Standards: 3 points
In Progress - 1 point	In Progress: 1 point
Meets Standards - 0 points	Meets Standards: 0 points
	Category 2:
	Georgia Milestones Assessment (4th-5th):
	Beginning Learner: 5 points
	Developing Learner: 3 points

	Proficient Learner: 0 points
Category 3:	Category 3:
Student Retention Data (K-3rd):	Student Retention Data (4th-5th):
Retained or Placed - 3 points	Retained or Placed - 3 points
Promoted - 0 points	Promoted - 0 points
Category 4:	Category 4:
RTI/SST Status (K-3rd):	RTI/SST Status (4th-5th):
RTI/SST Yes - 2 points	RTI/SST Yes - 2 points
RTI/SST No - 0 points	RTI/SST No - 0 points

Total points will be calculated for each student and then students will be rank ordered from greatest number of points to least number of points for the area of math, science and social studies. Students with the greatest number of points will be considered the most at-risk of failing to meet minimum proficiency on the State’s academic achievement standards and the State’s academic assessment of mathematics, science and social studies. Students will then be selected for services from this rank ordered list based on the Federal rank tiers for service in the FLP. Documentation of the multiple selection criteria will be kept for documentation and the rank order of students will match the list(s) of students being served in the Flexible Learning Program. The district will also keep on file the parent refusal of services and/or student’s refusal of service if the student is an emancipated minor.

Additionally, students entering Eastside Elementary from a different state after the school year has begun will be assessed based on classroom observations, previous school records, and standardized assessment results if available. A comparison of incoming data will be made to ensure that rank order is followed. If data suggests that the student is at risk of not meeting standards in math, science and social studies, the student will then be rank ordered and placed on the list to receive services from the FLP. The student will then be rank ordered and placed on the list to receive services from the FLP. The teacher of record will notify the principal who will in turn notify the Office of Federal Programs.

FLP Component 3:

Describe the scientifically-based research strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals.

Teachers and staff members will utilize the following research-based strategies:

1. Literacy Bags: Using the instructional framework for guided reading using informational text (science and social studies), identified students will be issued weekly Literacy Bags to take home and read with their parents. Working with their parents, students will

complete 2 activities, from the 5 included, that reinforce comprehension and vocabulary skills.

2. Before-school Headsprout (students K-2): This is an intensive, online intervention program for students struggling with phonemic awareness and reading skills. This program uses systematic instruction that begins with simple concepts and moves to more complex skills, based on an initial assessment for the students. Ongoing assessment and progress monitoring will provide ongoing data to inform instruction and show students' progress.
3. Before-School Tutoring (students 3-5): "Breakfast Buddies" is a program that allows our early-arriving students to grab a 'to-go' cold breakfast that they will bring to a classroom to eat and then begin tutoring on identified areas of need. The program gives each student individualized instruction based on real-time formative data. Assessment and progress monitoring tools create goals and give each student a personalized learning plan.
4. Flexible Grouping: During a 45 minute block of "skills time" for each grade level, teachers will form flexible groups to work with students who have identified areas of weakness in common. Support teachers are used during this block of time to support teachers and work with the average and above-level students. During this time, classroom teachers may use a variety of web-based programs (Headsprout, StarFall More, IXL Math, Reading A-Z, Raz-Kids, and Study Island), as well Learning Focused and Kagan strategies to support remediation and enrichment.
5. Specials Tutoring: For two days each week, during the regularly scheduled "specials", teachers will keep identified students with them and work with individually identified skills in the areas of Reading and Mathematics. Teacher will provide students with more engaging and hands-on activities when practicing skills. Additionally, teacher may use such web-based programs as: Accelerated Reader, Headsprout, IXL Math, Raz Kids, Reading A-Z, Science A-Z, PebbleGo and TumbleBooks.)

FLP Component 4:

Describe the program delivery model that the LEA/school will implement. The description must address the delivery schedule (when, where, how, hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, transportation services, etc. Is the district/school and its' FLP program in compliance with Title 1 laws and regulations?

Our Flexible Learning Program is designed to determine the student's academic inadequacies, help them master the skills they lack, and bring them up to grade level. The purpose is to give students mastery in deficiencies, thus helping them to function with greater understanding and ease in their classrooms. We will use Harcourt Intervention Readers for Kindergarten through Fourth Grade and Pearson/Scott Foresman Math Diagnosis and Intervention System for 1st – 5th grades as supplemental resources for instruction in the Flexible Learning Program. The program facilitates shared thinking strategies among students and allows for the teacher to individualize and differentiate instruction as need, to maximize

success for each student. Teachers will identify individual achievement goals for each student based on the screener data. The results will be shared with parents, the district, students, teachers and the school. The program identifies individual skill gaps, and identifies achievement goals which are aligned to the Georgia Standards of Excellence (GSE). The individual student learning plan indicates the standard description.

As part of the math, science and social studies programs teachers will follow a daily lesson plan that outlines specific instructional objectives and strategies for each lesson. Each lesson plan includes guidelines for teachers to help them address both the needs of the group and the unique instructional needs of each student. Lessons are structured so that the teachers can differentiate certain parts of the lesson to accommodate the individual needs of students in small groups. In addition to pretest and posttest, the program will monitor and track student progress on a continual basis with progress monitoring weekly.

The following are the step by step procedures designed by The Office of Federal Programs for the Flexible Learning Program:

1. The Office of Federal Programs will review and make revisions to the Flexible Learning Program as set forth by the state of Georgia
2. The school will establish grade level essential skills defined by the Flexible Learning Program.
3. Teachers will administer a pre-assessment to determine the student's academic weaknesses (Student Learning Objective (SLO), Georgia RESA Assessment of Student Performance (GRASP), Harcourt and Pearson/Scott Foresman).
4. Teacher will grade and score student's pre-test.
5. Teacher will identify deficient skills discovered in each student's pre-test and use the information to establish "goals" in each individual student learning plan.
6. The school will conduct parent meetings to discuss pre-test results, the individual student learning plan, goals to accomplish, along with the method and materials for delivering services.
7. The school will begin tutoring and all documentation will be presented to the Office of Federal Programs.

All Flexible Learning Program teachers are highly qualified based on the Georgia Professional Standards Commission requirement for each participant to hold an Early childhood Certificate. All teachers will receive extensive training regarding policies and procedures pertaining to the FLP which includes monitoring daily attendance, planning lessons, monitoring progress, and communicating with parents on a monthly basis. FLP teachers will consult with students' classroom teachers, when said teachers are different from classroom teacher, to ensure a connection between the Flexible Learning Program and instruction provided during the day.

At the foundational level, reading well is crucial for our students. All subject areas, especially Science and Social Studies rely on adequate reading performance in comprehension, vocabulary and fluency to understand the concepts presented in writing. Our Before-School Headsprout and Tutoring sessions, focused on these initial reading skills and mathematics, will be for

students who are performing academically lower than others in grades K-5 and will run every day from August 31, 2015 through May 20, 2016 from 7:20 until 7:55 AM. These before-school services will be staffed at 1 teacher to 10 students, serving a total of 20 students each morning.

Specials and Skills-time Tutoring, each running a duration of 45 minutes, will run from August 31, 2015 through May 20, 2016. These small group sessions will be staffed with a ratio of 1 teacher to 6 students. Flexible groups will be managed by grade level teams during the Skills-time tutoring. Tutoring sessions will begin with 10 minutes of direct instruction or individual instruction according to the individual student plan, 15 minutes of guided instruction, 15 minutes of independent practice, and 5 minutes for closing and sharing information.

Literacy Bags will begin being sent home to families, in grade levels Kindergarten through Fifth grade, beginning September 7, 2015 and will continue through May 20, 2016. Literacy bags will be purchased through regular Title 1 funding. Remediation and Practice standards-based workbooks will be purchased through additional Focus School/FLP funds, for use with identified students.

The Title 1 Program Specialist works with the school principal, who serves as the FLP contact. The Principal/FLP Contact will serve as the liaison between the district and the school. The primary responsibilities of the FLP contact are contacting parents of eligible students for the FLP program, providing teachers with appropriate resources required for the implementation of the Headsprout, Harcourt and Pearson/Scott Foresman curriculum, assigning students to classes, creating a local school schedule, observing FLP classrooms, and responding to inquiries of FLP teachers.

The District and our school strongly encourage parents to attend at least two parent workshops on how to help their child achieve academically. The workshops will include study skills, test taking skills, and being an advocate for your child. These parents will have numerous opportunities to participate in activities that will help to increase their learning and their child's learning via workshops, classroom visits, conferences and other actions that improve parent-school communication and relations.

FLP Component 5:

Describe the professional development that the district will provide for the FLP instructional staff to ensure that:

-Instruction is tailored to the needs of participating students.

-Instructional strategies are effective in helping at-risk students achieve success.

The FLP teachers, though already trained and experienced in Response to Intervention, remediation, and individually-tailored instruction, will be given extensive support and professional development. Coweta County School System Content Specialists (Dr. Paula Baker, Lynn Skinner and Donald White) will provide on-site professional development and resources to teachers during their collaborative planning time, when they aren't conducting the Specials

Tutoring. Eastside's own Instructional Coach (Misty Markland) will provide ongoing, job-embedded training on differentiation and Learning Focused/Kagan strategies. Teachers meet once a month, during their collaborative planning time, with Mrs. Markland so that she can share curriculum resources and strategies.

FLP Component 6:

Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Georgia Standards of Excellence.

- School administrators are conducting daily walkthrough for morning, specials and skills time tutoring sessions to monitor instruction.
- A meeting was held with all FLP staff prior to the first day of the program to explain expectations, documentation, and the need for setting individual learning plans.
- Classroom teachers will work closely with Before-School Tutoring staff to ensure that those teachers know the greatest areas of need for the students served.
- FLP staff will submit weekly lesson plans to ensure alignment with the Georgia Standards of Excellence.
- The Director of Federal Programs/Title I and Director of Assessment and Accountability will hold monthly meetings with the principals and designated staff members to discuss, review, and monitor the school's FLP.
- The Director of Federal Programs/Title I and Director of Assessment and Accountability will visit classrooms to observe quality teaching practices.

FLP Component 7:

Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP.

Our district believes school attendance is both a right and a responsibility. Our school and the district are active partners with students and parents in the task of ensuring that all students meet or exceed the Georgia Standards of Excellence. It has always been our goal to have a strong working relationship with parents and students. The District recognizes that consistent school attendance, academic success and school completion have a positive correlation; the district attendance policy will be enforced for FLP student attendance. The District and Schools will strongly recommend parents of students of the Flexible Learning Program attend at least two parent workshops on academic achievement during the school year. After 2-3 tutoring sessions, students begin to get to know their tutor, and feel less anxious; thus learning grows as anxiety and frustration reduces. We strive to establish this comfort between our tutors and students to enable them the maximum learning time and academic growth.

Eastside Elementary's teachers will be in continual communication with the Instructional Coach, Program Manager and Administrators concerning grade level needs by specific subject and skill. Multiple measures, including performance on classroom assessments, GRASP probes, and

formative assessments, will be used to determine grade level needs and students who need to be targeted with FLP assistance for a period of at least four weeks. The teachers will reconvene with a monthly grade level meeting with the Instructional Coach and Administrators to determine progress on specific skills and if students in the targeted skill group need to change. Grade level teachers have the flexibility to alternate the skills/subjects they tutor in and budget their time based upon student needs. For example, they may begin using one day for reading and one day for math, and then change to two days of math if they see a stronger need with one pressing skill/subject. Tutoring time will occur during a 45 minute period that occurs during the student's normal school schedule, so attendance during additional learning time is maximized. If a targeted student misses several additional tutoring opportunities, the teachers will contact the child's parent and work to find a time after school to provide additional time and support.

Our principal will hold informational meetings about the FLP to target the parents of eligible students. Throughout our aggressive campaign to serve students in the FLP, parents will be provided the benefits of the FLP program. Students will participate with no charge. Our school, in collaboration with the district, will mail letters to parents to announce the FLP at our school. We will offer additional enrollment to the Early Morning Tutoring/Headsprout program starting in September and ending in March. As slots become available, the Title 1 Program Specialist for FLP will process student applications according to the multiple selection criteria chart. Flyers, informational brochures, and posters will be posted in the parent resource center, guidance counselor's office, and around the school.

FLP Component 8:

Describe the procedures the district and school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.) The procedures must include the person(s) responsible for monitoring the implementation of the FLP plan in the district's schools.

The Director of Federal Programs with the principal will monitor the effectiveness and fidelity of the Flexible Learning Plan implementation through active supervision of instruction, focused conversation and dialogue at monthly grade level meetings in which student achievement data and instructional strategies will be focused, and personalized individual student growth reports for all students. Academics and attendance work hand in hand. Attendance will be monitored closely in conjunction with the district's attendance policy. If students miss more than two consecutive days of FLP classes, the FLP teacher, principal, or the Director of Federal Programs will contact the parents to discuss attendance.

Data from grade level meetings will be shared monthly at School Building Leadership Team meetings which includes the FLP teacher, to monitor the school wide implementation and effectiveness. Data collected from the FLP to include parent, teacher, and student surveys will be evaluated in January and May 2016. Assessments will be evaluated and analyzed each month through extensive discussions which will assist with making revisions with placement of

students and instructional strategies.

Five percent of the Title I-A budget will be set aside for each Focus School to use for the success of the FLP. Program costs such as salaries, supplies, and web-based software are monitored through the Title 1 budget, submitted to the District Title 1 Director. The Title I Director will approve all purchase requests and then submit to the district's finance director to ensure proper internal control and fiduciary procedures. The Title I Director will meet monthly with the school principal to discuss Title I allocations and resources. The Title I Director will be responsible for providing monthly feedback of program costs and remaining resources available. She will make certain supplemental materials are purchased for students and professional development costs are reasonable and necessary for the students, FLP teachers, and FLP contacts. Inventory of equipment will be documented according to the Title I-A written procedures. Bi-monthly meetings will be scheduled with the district's accounts manager and the Director of Federal program to ensure salaries and expenditures are documented properly.

The Director of Assessment and Accountability along with the Principal's Direct Supervisor (either Director of Curriculum or Director of Instruction) will attend monthly school building leadership team meetings to participate in a systematic review of assessment data and FLP protocols to monitor ongoing progress of individual student growth. The Director of Assessment and Accountability will assist teachers, support staff, and administration in the development of protocols for monitoring on-going formative student assessment data for attendance, academic, and social needs. This data will be used by school personnel to differentiate learning support for all students at the school based on personal needs and FLP levels of support. The Director of Assessment and Accountability will provide professional learning opportunities in the areas of assessment use and its implications for differentiation learning and monitoring of student growth.

The Title I Director, Director of Assessment and Accountability, and principal's supervisor will provide the Superintendent with a monthly report as to the school's progress in implementing the FLP and a summary of student growth data. The principal is responsible for monitoring the implementation of the FLP at each school.

FLP Component 9:

Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste and abuse.

Assurances will be secured between the Principal, Director of Federal Programs/Title I, and the Superintendent. The assurances contain a commitment to adhere to the following requirements as stated in the plan:

Element 1: Describe the internal controls that the school will implement to promote efficiency and assure the fidelity of the implementation of the FLP program.

- All teachers and paraprofessionals hired to teach will meet Highly Qualified requirements.
- Accept necessary technical assistance and support from LEA
- Comply with all requirements of the Elementary and Secondary Education Act (ESEA) section 1116.
- FLP time will be an extension of the school day to provide additional instruction or educational programs for all eligible Title 1 students.
- Title 1 funds will not be used to supplant state or local funds.

Element 2: Describe the internal controls that the school will implement to promote efficiency, assure the fidelity of the implementation of the school’s FLP program and to safeguard assets and/or avoid fraud, waste, and abuse.

The Director of Federal Programs/Title I will meet with the principals of the Focus Schools prior to making purchases to discuss efficiency and fidelity of the implementation of the LEA FLP program (July 2015). Henceforth, monthly meetings will be scheduled to continue discussions on the importance of progress monitoring and program evaluations of the FLP throughout the school year. Principals will also monitor the program frequently through classroom observations, professional learning meetings, team collaborations, lesson-plan evaluations, and parent input. All monthly meetings held with the principals will be documented with an agenda and sign-in sheet and kept on file.

The Director of Federal Programs/Title I will train all Title I principals, which includes the three Focus Schools, on fraud, waste, and abuse. The principals will redeliver the training to their staff members during their preplanning meeting or first faculty meeting for the school year (August/September 2015). Both meetings will be documented with an agenda and sign-in sheet. Documentation will be submitted to the Director of Federal Programs/Title I and kept on file.

The school principal will approve all purchases at the school level and then send them to the Director of Federal Programs/Title I for approval. The purchase orders will be approved if items are allowable and funds are available. If approved, the purchase orders will be directed to the Finance Department for processing and ordering.

CCSS Inventory Policy for all Federal Programs

Inventory of all equipment and property belonging to any federal program (Title I A, Title I C, Title X C, Title II A, or Title III A) will be identified and inventoried on an annual basis. Inventory will be verified by the building-level administrator each fall and then equipment will be randomly spot-checked by the federal programs director on an annual basis each spring. Materials purchased for use in federal programs will be labeled and is to be utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds is considered solely for the use of that program. All equipment is labeled with a CCSS sticker and recorded by the serial number.

At the close of the federal program, or in the event the equipment is no longer usable, materials and equipment will be disposed of following Coweta County's disposition policy. Equipment that is damaged, lost, or stolen will be reported to the federal programs coordinator. Damaged and inoperable equipment will be removed from the inventory. Discarded equipment will be picked-up by the warehouse and removed from the inventory. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory. In the event that a federal program is no longer available, federally purchased equipment will be transferred equitably to the inventory of another functioning federal program.

It is the responsibility of the principal to document that a physical monitoring of the Title 1 equipment based on the school's Title 1 Inventory List occurs on an annual/ongoing basis. The principal may designate someone to perform the physical monitoring, but the principal must sign off that it has occurred. The district coordinator will do a physical inventory for four schools each year randomly match locations and serial numbers to written inventory.

CCSS Equipment Disposition Policy for all Federal Programs

For all federal programs (Title I A, Title I C, Title X C, Title II A, or Title III A), equipment is used until it cannot be used at all. Our technology department will remove any working parts to a computer or other equipment that might help to make another piece of equipment work again. At the point that it cannot be repaired, the equipment is disposed and no longer carried on inventory. Equipment may also be identified as obsolete meaning that it still is operable but newer versions make it inadequate for current classroom needs.

When equipment purchased with Title 1 funds is no longer needed in the program for which it was purchased, all eligible Title 1 schools will be notified to see if they might be able to use the equipment in their program. If none of the eligible Title 1 schools want or need the equipment, we would then check with other federally funded programs, such as ELL or Special Education to see if they want or need the equipment. If no other federally funded program can use the equipment, then it may be placed in any CCSS facility.

Equipment purchased for a Title I schoolwide program will remain in that school even if the school ceases to be schoolwide. New (less than one year) equipment purchased for a targeted assistance school program would have to be placed in another Title 1 school if the targeted assistance school loses its Title 1 eligibility.

Equipment items with an acquisition cost/current per unit fair market value of less than \$5000 and are more than three years old may be retained or disposed. The disposition of such items should be so noted on the equipment inventory maintained by the school and LEA. Equipment items with an acquisition cost of \$5000 or more may be purchased and retained at the facility.

FLP Component 10:

LEAs are required to evaluate outcomes of their FLP interventions. Describe the LEAs evaluation plan. The evaluation plan must address program goals, program effectiveness,

measurement instruments, administration, and include an analysis of each school implementing FLP programs implemented in the LEA:

10A. List and describe the effectiveness target(s) or overall quantifiable goal(s) of the program. (What are the measureable outcomes that the intervention is designed to improve?)

Measureable, quantifiable goals:

1. The percentage of all students ‘meeting and exceeding’ their grade level appropriate reading level, as assessed by the web-based version of Scholastic Reading Inventory, will reach 80%. (Example: 1st grade in September would be a 1.2 reading level.)
2. The percentage of all students in third grade achieving a Lexile measure equal to or greater than 650 will increase from 63% (2014) to 75% in 2016.
3. The percentage of all students in fifth grade achieving a Lexile measure equal to or greater than 850 will increase from 62% (2014) to 75% in 2016.
4. The percentage of all students meeting and exceeding their targeted growth in Mathematics:

Kindergarten	100% in 2015	increase to 10% in 2016
First Grade	94% in 2015	increase to 96% in 2016
Second Grade	88% in 2015	increase to 90% in 2016
Third Grade	77% in 2015	increase to 82% in 2016
Fourth Grade	61% in 2015	increase to 75% in 2016
Fifth Grade	51% in 2015	increase to 70% in 2016

10B. List and describe the assessment instrument(s) that will be used to measure each program target/goal.

The Scholastic Reading Inventory will be the primary assessment measure for Goal 1. This assessment can be used multiple times during the school year to measure individual student growth. This assessment instrument is designed to measure how students have acquired the required reading skills of vocabulary acquisition, comprehension and fluency.

For Goals 2 and 3, a web-based program, Reading Counts, used in combination with the Scholastic Reading Inventory, will not only give reading levels, but will give a Lexile Level for students. Since two points on the CCRPI scale evaluate our third and fifth grade students’ Lexile Level, these tools will serve as data points for anticipated growth.

For Goal 4, the Coweta County School System SLO’s will be used in grades Kindergarten through third grade for the measurement of students meeting and exceeding their targeted growth. For our fourth and fifth grade students, the Coweta County School System Math Benchmarks will be the assessment of choice. For both types of math assessments, there will be pre-test (in the first week of school) and post-test (in the last 3 weeks of school) administrations.

10C. Include a plan/procedure(s) for administering assessment instruments and for collecting and maintaining data. (A timeline for assessments must be provided. how will the LEA/school maintain student assessment information to ensure confidentiality?)

The Scholastic Reading Inventory will be administered once it has been purchased by Title 1 funds (October-November anticipated timeline). The administration will be conducted by their classroom teacher in our computer lab. It can be repeated with any level of frequency, though we will schedule to collect further data points from it during January, and again in April.

Reading Counts assessments are used as students read books and take online assessments on those books. These assessments will be taken frequently over the school year, as students work accomplish their reading goals of numbers of pages/chapters and demonstrate growth in comprehension and vocabulary skills. Students will advance in these assessment according to goals set by the software.

The SLO's and Benchmarks are administered in accordance with our local Coweta County schedule and guideline. The specific guidelines for both are: Pre-test to be administered from August 7 - 21, and Post-test to be administered from April 2 through the 22nd.

All data is housed on a school server. Just like all confidential data, only authorized personnel have access to student data. All computer programs are password protected.

10D: Include the LEA's/school's data analysis plan. (How will the LEA/school determine program effectiveness based on the program goals and measurement instruments listed above?)

August 10-14, 2015	Administer SLO and Benchmark Pre-Tests
September 1, 2015	Begin implementation of individual learning plans for FLP students.
October/November	Administer initial Scholastic Reading Inventory
January 11-15, 2016	Administer second Scholastic Reading Inventory
April 18-29, 2016	Administer Georgia Milestones Assessment
April 2-22, 2016	Administer SLO and Benchmark Post-Tests
April 25-May 6, 2016	Administer third Scholastic Reading Inventory

Beginning in August, administrators will meet with grade level teams and each month throughout the school year to discuss and analyze individual student data points, review growth since last meeting, discuss further strategies to help individual students, and review/revise 'at-risk' student list. The following are meeting dates:

August 18, September 22, October 20, November 10, December 8, January 26, February 23, March 22, April 26, May 24.

At the LEA level, the Director of Federal Programs will determine program effectiveness using multiple sources of data to draw conclusions. The Director of Federal Programs will conduct monthly observations of the FLP teachers using an observation tool developed by the Curriculum Dept. These observations will be done in conjunction with classroom observations from the principal. Feedback will be given to the FLP teacher and the principal. The Director of Federal Programs along with the principal and leadership team will also examine a collection of

student assessment data. The data will be disaggregated and analyzed from September, 2015 through May, 2016. The Director of Federal Programs and the principal will also examine and analyze data obtained through parent surveys, teacher surveys, and student surveys in January and May 2016. The evaluation of the program will be tentatively scheduled for June, 2016.

The intent of the Flexible Learning Program is to fill in learning gaps with at-risk learners. Therefore, it is imperative to evaluate the FLP to determine if efforts were futile or if the program produced results. Interventions should be implemented on a small scale at first, and then based on the results. The strategies implemented in the FLP may have positive results in the large, whole-school setting.

10E. Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback.

Parents, students, and other teachers in the school will complete surveys at the end of each semester (December and May) to determine parent, student, and teacher perception/satisfaction. Results of the surveys will be posted on the school and system website and sent home to parents of participating students in the form of a synopsis. In addition, the School Council, the School Building Leadership Team, school faculty, and Coweta County Title 1 Director will receive the survey results.

The School Building Leadership Team will analyze parent feedback from parent surveys. To collect data, the school will use the same survey each semester. The School Building Leadership Team will evaluate the feedback during their monthly meeting to correlate the responses to practices and results of the FLP program. The survey response data will be evaluated and trends (grade level, subject area, teacher, lower-income families) will be identified before making needed changes. Over time, longitudinal data will be available for the school to analyze from the parent, teacher, and student surveys. Data will be charted to provide a visual representation of the data. The data can then be used as a component of the end-of-year revision plans for the program. Data analysis will include specific information with regards to student grade level, types of tutoring that parents feel are most effective (hands-on versus web –based), and most effective time for student learning (before-school versus during specials).

Student and teacher feedback will be collected and analyzed in the same manner as the parent data. Student and teacher surveys will be administered a minimum of once a semester to all FLP students and teachers of FLP students. The data will be charted by the SBLT and correlated to the daily operations of the program. Student and teacher data will be tracked on a longitudinal basis as well, providing more reliable data over time. . Data analysis will include specific information with regards to student grade level, types of tutoring that parents feel are most effective (hands-on versus web –based), and most effective time for student learning (before-school versus during specials). The SBLT will utilize the data as a component of the revision process at the conclusion of each school year.

10F. Describe the LEA's/school's plan for informing parents/guardians of participating student's progress toward the student's academic goals.

A letter will go home with students that notify parents of their child's participation in additional learning time through the school's Flexible Learning Plan. Monthly progress reports will be sent home to parents. Progress reports will provide an opportunity for parent feedback. The progress reports will be hand delivered by students or mailed to parents. In addition, two FLP parent observation meetings, coordinated by the FLP contact, are held each year. These meetings enable parents to observe, ask questions, and conference with FLP teachers. Additionally, parents are contacted by FLP teachers on a monthly basis to ensure open communication and fostering a partnership. Teachers actively invite parents to come in for conferences to share the progress of the student. In an effort to equip parents with the fundamentals to positively impact their child's academic growth, parent workshops will be offered to FLP parents.

10G. Describe the LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).

System Level. Input from stakeholders is actively sought throughout our school district. We will utilize surveys, feedback forms, and informal input to ensure our parents and community needs are conveyed and evaluated. Stakeholders were involved in the overview of the program effectiveness and access to the student achievement data, needs assessment and planning for the FY16 year through school governing boards, school organizations, Coweta County Schools Board of Education, community organizations and stakeholder surveys. Survey results are posted and distributed to stakeholders and located on the System's website.

School Level. The overall value of the program will be determined by student attendance, student achievement, student/parent program satisfaction, and successful improvement indicated by measurable achievement goals using Georgia Milestones data. This information will be made available to the students, parents, teachers, and stakeholders by presentations at meetings within the school and the District. Information and results from the data will also be share on Eastside Elementary School's website.

An evaluation team will review all achievement data, attendance data, and program satisfaction survey results will be reviewed to evaluate the successfulness of the FLP and to recommend improvements to sustain or improve the program to be worthy of the time and costs that will offer maximum academic gains for students. The evaluation for the FLP will be conducted in the month of May 2016. The date will be determined upon arrival of Georgia Milestones data and survey results are available. The team will create a report of their findings and share the report with stakeholders on Eastside Elementary School's website and at all school and District meetings. The report will be shared with the West Georgia RESA and Georgia Learning Resource Services.

The evaluation team will consist of Eastside Elementary School's Focus Team, Eastside's School Council (consists of community leaders, parents, and school staff), Coweta County School's

Federal Program Director, Coweta County Schools Superintendent, Coweta County's Schools Special Education Director, and West Georgia RESA's School Improvement Specialist.

To determine the FLP success the following steps will be followed:

The school will create and administer surveys to students, teachers, and parents to determine satisfaction of the program and to determine needs of participants. The student and teacher surveys will be created on Gmail Docs and will be electronic format for accurate tabulation on the district's secure web server. The parent/guardian survey will be administered paper and pencil because not all parents will be available to attend school functions or have access to the Internet. Survey results will be reported and analyzed by stakeholders at planning and data meetings that include PTO, Leadership Team, Grade Level Team, and District Board meetings.

Administration of Surveys:

1. Teacher surveys will be distributed to teachers at the school electronically using Google Docs.
2. The Intervention Specialist will guide the development of the survey and it will be approved by the Focus School/Leadership Team for use.
3. Student surveys will be distributed during the after school program. The Intervention Specialist will guide the development of the survey and it will be approved by the Focus School/Leadership Team for use.
4. Parent paper and pencil surveys will be distributed during parent conferences, PTO meetings and parents that are unable to attend these school events, the surveys will be sent home with requests to return to the school. The Intervention Specialist and Parent Coordinator will ensure all surveys are returned and accounted for and used to determine program satisfaction.

All survey results, student attendance data, and achievement Georgia Milestones data gains and losses will be shared with stakeholders meetings that include PTO, Governance Board, Leadership Team, Grade Level Team, and Coweta County School District's Board meetings. The data results will be shared in May 2016 on the Student/Parent Newsletter and on the Eastside Elementary School's website.

Survey results, student attendance data, and achievement data will be used to improve the program each year and all stakeholders will be invited to have input and suggestions for the Flexible Learning Plan revisions. Invitations will be shared on Student/Parent Newsletters, at PTO, School Council, Leadership Team, Grade Level Team, and Coweta County School District's Board meetings, and on the Eastside Elementary School's website.

The school will inform stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) during PTO meetings, School Council, Community meetings, Leadership Team meetings, Parent Academies, and will be reported on program newsletters at the end of each year. Program results will be posted on the Eastside Elementary School's website with year to year comparison data.

