

Ruth Hill Elementary School Flexible Learning Plan 2016-2017

This plan outlines the process that Ruth Hill Elementary School will use to identify and provide additional learning time to students who need additional support and details how they will be served throughout the year. This plan was created using feedback from multiple stakeholders and is based upon meeting the specific needs of students through the employment of research-based strategies, continual collaboration amongst educational professionals, and consistently reviewing student data so that additional learning opportunities are afforded to students who need the most assistance while still allowing for a high-quality education for all students.

Component I

Using School Disaggregated Data, identify and explain the areas of need that will be addressed by the FLP.

Since Ruth Hill was designated as a Focus School based upon CCRPI Achievement Gap data, all core content areas (English Language Arts, Reading, Mathematics, Science, and Social Studies) are significant. For 2015, Ruth Hill earned 0 points for Gap Size in each of the content areas and only 5 points in Gap Progress, resulting in just 5 points total for the school year out of a total of 12 overall points (only 41.6% of the possible points). Though the focus of additional learning time may be in the areas of reading and math, science and social studies concepts and skills will be integrated into the additional learning time (ex. using social studies texts to work on fluency skills, using science concepts to practice math skills, etc.).

Element 1: Achievement data for English/language arts, reading, mathematics, social studies and science.

To target specific students, post-test performance on SGA (Student Growth Assessment) from the 2015-2016 school year were used to identify students in 1st – 4th grades since this is the most recent data collected on their academic performance. SGAs were given in the areas of Reading/English Language Arts and Math for these grade levels. 2015-2016 Georgia Milestones data was analyzed for current 5th grade students in order to determine which students needed the most help and support as defined by their performance on subject-level assessments. Below are the number of students who scored 70 or lower on their Reading/ELA and Math SGA post-tests at the end of the 2016 school year in 1st-3rd grade.

SGA Data, 2016

1st grade (based upon Kindergarten post SGA scores)

Reading/ELA

Number of *High Risk* students (scoring 69 or less on SGA): 4

- African-American: 1
- White: 2
- Hispanic: 1
- Special Education: 2
- English Language Learners: 1
- Economically Disadvantaged: 2

Math

Number of *High Risk* students (scoring 69 or less on SGA): 3

- African-American:2
- White: 0
- Hispanic: 1
- Special Education: 0
- English Language Learners:1
- Economically Disadvantaged: 2

2nd grade (based upon 1st grade post SGA scores)

Reading/ELA

Number of *High Risk* students (scoring 69 or less on SGA): 8

- African-American: 6
- White: 2
- Hispanic: 0
- Special Education: 1
- English Language Learners: 0
- Economically Disadvantaged: 7

Math

Number of *High Risk* students (scoring 69 or less on SGA): 6

- African-American: 5
- White: 1
- Hispanic: 0
- Special Education: 0
- English Language Learners: 0
- Economically Disadvantaged: 5

3rd Grade (based upon 2nd grade post SGA scores)

Reading/ELA

Number of *High Risk* students (scoring 69 or less on SGA): 12

- African-American: 5
- White: 4
- Hispanic: 3
- Special Education: 3
- English Language Learners: 1
- Economically Disadvantaged: 10

Math

Number of *High Risk* students (scoring 69 or less on SGA): 9

- African-American: 4
- White: 4
- Hispanic: 1
- Special Education: 1
- English Language Learners: 0
- Economically Disadvantaged: 6

4th grade (based upon 3rd grade Milestones Assessment scores)

ELA Milestones (Level 1)

Percentage of Students at a Level I: 28%

- African-American: 31%
- White: 24%
- Hispanic: 30%
- Special Education: 0%
- English Language Learners: 0%

Math Milestones (Level 1)

Percentage of Students at a Level 1: 11%

- African-American: 19%
- White: 7%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Science Milestones (Level 1)

Percentage of Students at a Level 1: 17%

- African-American: 19%
- White: 21%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Social Studies Milestones (Level 1)

Percentage of Students at a Level 1: 22%

- African-American: 37%
- White: 14%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Current 5th Grade (based upon 4th grade Milestones Assessment data)

The following data for current 5th grade students is compiled from 2015 Milestones Assessment data from 4th grade. Below is data regarding students who performed at the lowest achievement level (Level I, Beginner).

ELA Milestones (Level 1)

Percentage of Students at a Level I: 47%

- African-American: 60%
- White: 39%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Math Milestones (Level 1)

Percentage of Students at a Level 1: 29%

- African-American: 36%
- White: 26%

- Hispanic: 0%
- Special Education: 0%
- English Language Learners:0%

Science Milestones (Level 1)

Percentage of Students at a Level 1: 57%

- African-American: 68%
- White: 48%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Social Studies Milestones (Level 1)

Percentage of Students at a Level 1: 48%

- African-American: 60%
- White: 48%
- Hispanic: 0%
- Special Education: 0%
- English Language Learners: 0%

Element 2: Graduation Rate

This element does not apply to Ruth Hill Elementary.

Element 3: Measurable performance goals and outcomes to be met by students served in FLP program.

School wide goals on the effectiveness of the FLP program will be based upon meeting the following objectives:

Content Mastery, 2015

- Percentage of students scoring at developing or above on the Milestones ELA EOG: 49.4%
 - Goal: 52% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Math EOG: 49.1%
 - Goal: 55% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Science EOG: 46.9%
 - Goal: 49% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Social Studies EOG: 44.1%
 - Goal: 46% scoring at developing or above

Lexile Achievement, 2015

- Current: 44.4% of 3rd graders achieving a Lexile measure equal or greater than 650
 - Goal: 46 of 3rd graders achieving a Lexile equal or greater than 650
- Current: 63.1% of 5th graders achieving a Lexile measure equal or greater than 850
 - Goal: 65% of 5th graders achieving a Lexile equal or greater than 850

Achievement Gap, 2015

- Current: Earned 5 points of 12 total for Gap Size/Change in Content Area Assessments (41.6% of possible points earned)
 - Goal: 6 points earned

ED/EL/SWD Performance, 2015

- 2.1 points earned for ED/EL/SWD subgroups meeting performance targets (8.5 potential points)
- 13 flags for subgroups not meeting state and/or subgroup performance targets (Black students did not meet state or subgroup performance targets, Hispanic students did not meet state or subgroup performance targets in ELA or math, Economically Disadvantaged students did not meet state or subgroup performance targets in ELA, Math, or Social Studies, Students with Disabilities met the subgroup performance but not the state subgroup performance target in ELA and math, but did not meet the state or subgroup performance targets in science or social studies)
 - Goal: 3 points earned for the ED/EL/SWD subgroups meeting performance targets

2015-2016 Specific Grade Level Performance and Goals

- Kindergarten
 - Math: 5 students with a post-test benchmark score below 80 (goal: fewer than 5)
 - ELA: 15 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- First Grade
 - Math: 9 students with a post-test benchmark score below 80 (goal: 5 or fewer)
 - ELA: 15 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- Second Grade
 - Math: 19 students with a post-test benchmark score below 80 (goal: 10 or fewer)
 - ELA: 23 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- Third Grade
 - Math: 27% of students identified as being proficient or distinguished (Level 3 or 4)
 - Math goal: 40% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA: 19% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)
- Fourth Grade
 - Math: 33% of students identified as being proficient or distinguished (Level 3 or 4)
 - Math goal: 45% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA: 18% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)
- Fifth Grade
 - Math: 7% of students identified as being proficient or distinguished (Level 3 or 4)
 - Math goal: 25% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA: 14% of students identified as being proficient or distinguished (Level 3 or 4)
 - ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)

Component 2

Describe the multiple educationally related selection criteria by which students will be selected, ranked and served and the documentation that needs to be maintained.

Element 1: Multiple, educationally related selection criteria to first rank students based upon academic need by subject and grade level.

Multiple criteria will be used to determine student academic needs and define which students would benefit the most from additional learning time. Since Ruth Hill has been designated a Focus School based upon the gap between the school's bottom quartile of performers on the Milestones Assessment and the state's average test scores, then the school will base eligibility for additional learning time on students who fall in the lowest quartile in both reading and math. This will provide Ruth Hill's FLP program with a focus and allow for it to be more effective in helping students show progress.

In order to identify students who need additional learning time in 1st and 2nd grade, 2015 post-SGA scores from Kindergarten and 1st grade were used. Each of the post-SGA scores were ranked from highest to lowest in both reading and math and students who fell in the lowest 25% in reading *or* math were identified as being in need of assistance. Students who scored in the lowest 25% in both reading *and* math will be given priority placement in the FLP program.

In order to identify targeted students in 4th and 5th grades, 3rd and 4th grade Milestones scores will be used. Scores from each student will be ranked and additional learning time will be provided for students whose scores fell in the lowest 25% in reading *or* math. The highest priority will go to students who fall into the lowest 25% in both reading *and* math.

All students who meet these criteria will be eligible for additional support services regardless of grade level, gender, race, age, or status. Data from a student's record, data from previous system or state assessments, and current classroom performance data will be used to determine eligibility for additional assistance if the student was not in the school during the previous year, enter from home school programs, and those who enter throughout the school year.

Second Selection Criteria

The second selection criteria that we will use to determine "high risk" students depend upon their grade level.

1st and 2nd grades: low student growth on SGAs and current or previous grade retention

3rd grade: GRASP data (scored at or below the 17 cut off)

4th and 5th grades: GRASP end of the year scores (scored at or below the cutoff of 17) and 4th or 5th grade end of the year benchmark scores (scored below 70%)

Element 2: Application of the Federal Rank Order for FLP.

After students are ranked, the Federal Rank Order will apply in which a Rank Order of I will be given to student who fall in the lowest quartile in *both* reading and math *and* also qualify for free or reduced lunch, is recognized as a student with a disability, or is an English-language learner. Students in this Rank Order will receive primary consideration when discussions are being held about targeted additional learning time.

A Rank Order II will be assigned to students who performed in the lowest quartile reading *or* math also qualify for free or reduced lunch, is recognized as a student with a disability, or is an English-language learner.

A Rank Order III will be assigned to students who are not in the lowest quartile, but still may struggle academically. These students will still be considered for additional learning time if space is available and current classroom data shows a specific learning need.

Element 3: Documentation that must be maintained

Various forms of documentation will be maintained throughout the program, including educationally related selection criteria, a rank order of students by content area, a list of students served through additional learning time, assessment data to support successful remediation, and student withdrawal data.

Component 3

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

Interventions and support provided by Ruth Hill Elementary's FLP will be rooted in sound and scientifically-based educational research. While the following strategies have been shown beneficial for many students and subgroups, they have been shown to be especially effective with students from economically disadvantaged backgrounds.

- *Providing explicit instruction on how to decode and comprehend specific and academic vocabulary (Palumbo, 2012).* Identified students will explicitly be taught content vocabulary that will aid in overall comprehension of grade level standards. Professional development will be provided to all teachers on how to identify key academic vocabulary in content standards and how to intentionally utilize vocabulary in their instruction.
- *Extended reading and academic learning time (Damber, 2012).* Identified students will receive additional academic learning time each day during their skills block. Students will be identified using multiple sources of data and additional learning time will be tailored to the student's individual skill needs. Through the school's participation in Academic Parent Teacher Teams, parents will be also notified of their child's progress on specific grade level standards and be provided with resources on how to support and extend instruction at home.
- *Providing students with differentiated instruction based upon assessment results and adapting instruction to meet student learning needs (Denton, 2007).* Teachers will be provided with professional development and meet regularly with the instructional coach, administrators, and support teachers to analyze multiple sources of data and then create plans to use the data to inform and adjust their instruction. The professional development focus for this school year will utilize Number Talks and Number of the Day to increase number sense and fluency, explicitly teaching reading strategies to help students increase comprehension, accuracy, fluency, and vocabulary, and using data from common assessments to inform and guide instruction.
- *Ongoing professional collaboration with colleagues (Center for Public Education, 2013, Parrett & Budge, 2011).* Teachers will be provided with multiple opportunities to interact and collaborate and discuss student data and share ideas about how to adjust instruction to meet the needs of students. Teachers will also meet vertically to identify expectations and bridge gaps between grade levels. This will allow a more holistic perspective of students and the

needs that need to be addressed at the grade level and prepare them for the demands of the next grade level.

- *Providing computer-assisted or online learning opportunities (National Reading Panel, 2000).* Students will be provided with various online learning opportunities that individualize instruction on their learning levels. Online opportunities, such as the use of Moby Max, MyOn, IXL math, and Learning A-Z offer students with additional practice and learning opportunities at home and at school to build essential skills.
- *Providing targeted interventions, embracing and use assessment data, and prioritizing strategies based upon student need (Parrett & Budge, 2011).* Using multiple sources of data, students will be identified as being high risk (lowest quartile) and then provided with additional learning time each day where they will receive targeted support and assistance.

Component 4

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

Element 1: Description of delivery model

Ruth Hill Elementary FLP service model will provide additional service learning time every day for students who are who are in the lowest quartile of performers or struggle with on-grade level concepts during a one hour skills block. This block of time is in addition to, not in replacement of, the regular instructional day. Each grade level (K-5th grades) has a one hour skills block each day in which students are flexibly grouped based upon their academic needs.

Kindergarten - 2nd grades

During Kindergarten, 1st, and 2nd grade skills blocks, the FLP teacher will push in to the classroom and assist identified students in their regular classroom setting. During this time, the entire grade level will be doing flexible grouping with students based upon their unique learning needs. The FLP teacher may work individually with the students or pull them in a small group within the classroom. She will work alongside the student's general education teacher to help determine and meet their individual needs. The specific students she works with in this grade level band, will be more fluid and flexible and will be based upon needs as determined by common assessment and formative assessment data collected by the classroom teacher. These groups may fluctuate over time as dictated by their identified learning needs. She will collect progress data on students who fall in the lowest quartile as she works with them throughout the year. FLP students will be served in reading and in math during this additional learning time each day.

3rd-5th grades

During the daily skills block time for 3rd-5th grades, the FLP teacher will serve students who performed in the lowest quartile in math in her FLP classroom while one grade level teacher will serve students who fall in the lowest quartile in the area of reading in his or her classroom. Like the FLP teacher, the grade level teacher who works with the FLP students will be the same each day, so that there is consistency in the program and so that the teacher can best understand and monitor the academic needs of each student. This will ensure a low student-teacher ratio (because both the math and reading students will be in separate classrooms with separate teachers) so that students can have

more personalized attention. Any student who appears in the lowest quartile in both reading and math will go to the FLP teacher's classroom and be served by the FLP teacher each day. The FLP teacher will ensure regular communication with the grade level FLP teacher to track and monitor progress of students served in the program.

Students (K-5) will be served 30 minutes - 1 hour during the school day depending upon their grade level. The additional learning time will be during the following times:

Kindergarten: 11:40-12:10

1st grade: 9:00-10:00

2nd grade: 12:25-1:25

3rd grade: 8:10-9:10

4th grade: 10:10-11:10

5th grade: 1:30-2:20

This will provide 5 hours of additional learning time per week (equaling almost 28 days of additional learning time) for each student identified in our lowest quartile. The low student teacher ratios will help out as well with program effectiveness. In any grade level, the number of students served by a teacher during FLP time will be more than 13.

If students show significant progress and mastery of essential skills, they can be exited out of the FLP program and other students who are in need can replace them in the program. The progress of each student in the lowest quartile will be monitored and recorded by the FLP teacher to ensure that student needs are being met.

Additional Title funds will also be used to hire a paraprofessional who will follow the FLP's teacher's schedule and work with students in the lowest quartile in ELA while they are in the regular classroom teacher's classroom (in grades 3rd-5th). She will provide support to FLP students and assist the teacher in meeting the reading needs of each student each day during the skills block hour.

Element 2: Compliance with Title I laws and regulations

Ruth Hill Elementary School will work closely with the district's Title I director to ensure that all expenditures and activities associated with the FLP Program are reasonable, necessary, allocable, and allowable under the program requirements. The school will develop procedures for maintaining all required documentation, for ensuring that there are controls to prevent fraud, waste and abuse, and that the intent and goals of the FLP are achieved.

Component 5

Describe the professional development that the school will provide for the FLP instructional staff to ensure that instruction is tailored to the needs of participating students and strategies are effective in helping at-risk students achieve success.

Ruth Hill's FLP teacher as well as the grade level teacher who works with FLP students (3rd-5th grade) is already trained and experienced in collecting and analyzing student academic data and are very familiar with grade level content standards for various grade levels. The FLP teacher has worked as a general classroom teacher in multiple grade levels, has worked as a collaboration teacher with special needs students, and has been a class-size reduction/intervention teacher. Coweta County School System Content Specialists in Reading/ELA/Social Studies, Science, and Math along with system level leaders such as the Director of Assessment and Accountability and the Director of

Curriculum, will be available to provide on-site professional development and resources to teachers during their collaborative planning time and during after school professional learning sessions. Our instructional coach and administrators will work alongside grade level teachers and provide ongoing, job-embedded training on topics such as how to create common assessments and benchmarks, how to analyze student data to inform instruction, and how to use SLDS to inform their instructional practices, target student needs, and form student groupings. Title and FLP funds will also be set aside to cover the registration and travel of our FLP teacher to attend workshops, trainings, and professional development opportunities that are offered through our local RESA, DOE, and other local professional learning organizations. Our FLP teacher will have priority in how such professional development funds are being used so that we are building her capacity as an instructor to help meet the needs of our students.

Component 6

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

The FLP teacher is a certified classroom teacher who has worked in multiple grade level in both upper and lower elementary grades. The FLP teacher will work alongside grade level teachers in the classroom and meet on a regular basis to discuss how students served in the program are performing in the classroom (during the other hours that they are not in the FLP program). During the additional learning time, the FLP teacher and the grade level teacher who will also work with FLP students will use various assessments to determine student skill and concept deficits and use the GSE as a benchmark to determine grade level academic expectations. Then, each day, they will work to bridge the academic gap between what essential skills and concepts students need and the grade level expectations and level of rigor reflected in the GSE. Meeting and mastering the standards set forth in the GSE will be the goal for each student. Additionally, since the FLP teacher and their grade level partner is part of the TKES process, the instructional goals and curriculum will be monitored closely through ongoing classroom observations and feedback.

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.

The FLP schedule is during a set time each day and focused on a specific, targeted group of students which establishes consistency in the program and so the FLP teacher can develop relationships with students and get to know them and serve them better as learners. Every student who is identified as needing FLP services will be served each day for one hour, so that the effectiveness of the program and learning time can be maximized (as opposed to serving different grade levels on different days). The additional learning time will occur during a one hour “skills block” period that occurs during the student’s normal school schedule, so attendance during additional learning time is maximized (as opposed to a model that is primarily before or after school when attendance can be limited by issues with transportation and parent work schedules). If a targeted student misses several additional learning time opportunities, the FLP teacher and/or the grade level teachers will contact the child’s parent and work to find a time after school to provide additional time and support. Attendance, along with progress and mastery of essential skills, will be monitored closely and, if attendance becomes an issue with students being served in the FLP program the student’s parents or guardians will be contacted by the FLP teacher, counselor, administrator, a grade level teacher, or an instructional coach.

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 along 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 2017. 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.

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 safeguard assets and/or avoid fraud, waste, and abuse.

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.

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:

- 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 2016). 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 school wide program will remain in that school even if the school ceases to be school wide. 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.

LEAs are required to evaluation outcomes of their FLP interventions. Describe the LEA's evaluation plan. The evaluation plan must address program goals, program effectiveness, measurement instruments, and include an analysis for each school implementing FLP program implemented in the LEA.

10A: List and describe the effectiveness target or overall quantifiable goals of the program.

The overall goal of the Flexible Learning Plan is to create ongoing, data-driven, collaborative discussions that help target student needs and provide students with additional learning time that will ultimately help students' master essential skills and concepts and close the school's achievement gap. The effectiveness of this program will be quantified using the following measures over the course of the next three years. Data from the school's College and Career Ready Performance Index (CCRPI) will be used to identify needs and set measurable goals for student achievement.

Content Mastery, 2015

- Percentage of students scoring at developing or above on the Milestones ELA EOG: 49.4%
 - Year 1 Goal: 55% scoring at developing or above
 - Year 2 Goal: 57% scoring at developing or above
 - Year 3 Goal: 60% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Math EOG: 49.1%
 - Year 1 Goal: 55% scoring at developing or above
 - Year 2 Goal: 57% scoring at developing or above
 - Year 3 Goal: 60% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Science EOG: 46.9%
 - Year 1 Goal: 49% scoring at developing or above
 - Year 2 Goal: 52% scoring at developing or above
 - Year 3 Goal: 55% scoring at developing or above
- Percentage of students scoring at developing or above on the Milestones Social Studies EOG: 44.1%%
 - Year 1 Goal: 46% scoring at developing or above
 - Year 2 Goal: 48% scoring at developing or above
 - Year 3 Goal: 50% scoring at developing or above

Lexile Achievement, 2015

- Current: 44.4% of 3rd graders achieving a Lexile measure equal or greater than 650
 - Year 1 Goal: 46 of 3rd graders achieving a Lexile equal or greater than 650
 - Year 2 Goal: 48% of 3rd graders achieving a Lexile equal or greater than 650
 - Year 3 Goal: 50% of 3rd graders achieving a Lexile equal or greater than 650
- Current: 63.1% of 5th graders achieving a Lexile measure equal or greater than 850
 - Year 1 Goal: 65% of 5th graders achieving a Lexile equal or greater than 850
 - Year 2 Goal: 67% of 5th graders achieving a Lexile equal or greater than 850
 - Year 3 Goal: 69% of 5th graders achieving a Lexile equal or greater than 850

Achievement Gap, 2015

- Current: Earned 5 points of 12 total for Gap Size/Change in Content Area Assessments (41.6% of possible points earned)
 - Year 1 Goal: 6 points earned

- o Year 2 Goal: 7 points earned
- o Year 3 Goal: 8 points earned

ED/EL/SWD Performance, 2015

- 2.1 points earned for ED/EL/SWD subgroups meeting performance targets (8.5 potential points)
- 13 flags for subgroups not meeting state and/or subgroup performance targets (Black students did not meet state or subgroup performance targets, Hispanic students did not meet state or subgroup performance targets in ELA or math, Economically Disadvantaged students did not meet state or subgroup performance targets in ELA, Math, or Social Studies, Students with Disabilities met the subgroup performance but not the state subgroup performance target in ELA and math, but did not meet the state or subgroup performance targets in science or social studies)
 - o Year 1 Goal: 3 points earned for the ED/EL/SWD subgroups meeting performance targets and 20% fewer flags for subgroups not meeting state or subgroup performance targets
 - o Year 2 Goal: 4 points earned for the ED/EL/SWD subgroups meeting performance targets and 20% fewer flags for subgroups not meeting state or subgroup performance targets from previous year
 - o Year 3 Goal: 5 points earned for the ED/EL/SWD subgroups meeting performance targets and 20% fewer flags for subgroups not meeting state or subgroup performance targets from previous year

2015-2016 Specific Grade Level Performance and Goals

- Kindergarten
 - o Math: 5 students with a post-test benchmark score below 80 (goal: fewer than 5)
 - o ELA: 15 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- First Grade
 - o Math: 9 students with a post-test benchmark score below 80 (goal: 5 or fewer)
 - o ELA: 15 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- Second Grade
 - o Math: 19 students with a post-test benchmark score below 80 (goal: 10 or fewer)
 - o ELA: 23 students with a post-test benchmark score below 80 (goal: 10 or fewer)
- Third Grade
 - o Math: 27% of students identified as being proficient or distinguished (Level 3 or 4)
 - o Math goal: 40% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA: 19% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)
- Fourth Grade
 - o Math: 33% of students identified as being proficient or distinguished (Level 3 or 4)
 - o Math goal: 45% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA: 18% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)
- Fifth Grade
 - o Math: 7% of students identified as being proficient or distinguished (Level 3 or 4)
 - o Math goal: 25% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA: 14% of students identified as being proficient or distinguished (Level 3 or 4)
 - o ELA goal: 35% of students identified as being proficient or distinguished (Level 3 or 4)

10B: List and describe the assessment instruments that will be used to measure each program target or goal

A battery of assessments will be used to identify students who may require additional support and benefit from additional learning time. These include:

- Georgia Milestones assessments are designed to measure how well students in grade 3-5 have mastered grade level content and skills as defined by the state's adopted curriculum (the Georgia Standards of Excellence (GSE) in reading, ELA, and math and the Georgia Performance Standards (GPS) in science and social studies). Results can be used to diagnose student strengths and weaknesses as related to the instruction of the adopted curriculum and ultimately gauge the quality of education in Georgia.
- Student Growth Assessments (SGAs) are system-created and state-sanctioned content assessments given to students in Reading/ELA and Math in grades K-3 in the beginning and end of the school year to determine learning growth (low, expected, or high) in relation to grade level concepts and skills.
- GRASP assessments are universal screeners and learning probes created by West Georgia RESA to help teachers target and track progress on essential learning skills. The screeners will be given during the beginning, middle, and end of the school year to students in grades 2-5 to help identify students who may need additional support in the areas of reading and math. After screeners have been administered, learning probes are used to determine specific skill needs.
- The MyOn online literacy program and Lexile assessments will be given at the beginning, middle, and end of the year to all students to determine Lexile level and growth throughout the year. Reading and Lexile growth reports will be used to help target instruction and identify students and subgroups who need improvement in reading fluency and comprehension.
- Benchmark assessments will be given in 4th and 5th grade students during the beginning, middle and end of the school year to determine their level of mastery towards grade level content and skills. These assessments were developed by the system and cover the material for an entire school year. Performance on these assessments during the year can demonstrate how much of the content students master and areas where students may need additional support.
- Common grade level classroom assessments, based upon grade level standards and expectations, will be given throughout the year and used to determine student levels of mastery towards state-adopted content standards.

10C: Describe the school's plan, or timeline, for assessments provided and how the school will maintain student assessment information to ensure confidentiality.

Ruth Hill Elementary will continuously assess students to ensure that students who receive additional learning time are continually making progress and meeting academic expectations.

August/September

- MyOn Lexile/Reading Level Assessments (1-5)
- 4th and 5th grade benchmarks
- GRASP assessments and screeners (3-5)
- SGA (K-3)
- Learning A-Z Assessment Running Record Data

December/January

- MyOn Lexile/Reading Level Assessments (1-5)
- Data from Common Assessments

- GRASP assessments and screeners (3-5)
- Learning A-Z Assessment Running Record Data
- CCRPI Data released and analyzed to determine school and subgroup performance

March/April

- MyOn Lexile/Reading Level Assessments (1-5)
- 4th and 5th grade benchmarks
- Data from Common Assessments
- GRASP assessments and screeners (3-5)
- Learning A-Z Assessment Running Record Data

Ongoing

- Common grade level assessments
- Formative assessments

All student assessment data will be confidential and only accessible to the students' homeroom teacher, the FLP teacher, and administrators.

10D: How will the school determine program effectiveness based upon the program goals and measurement instrument listed?

School administrators, the building leadership team, grade level teachers and the FLP teacher will be responsible for analyzing data and identifying student weaknesses by content and skill on a regular basis so that the greatest needs are identified and met. Results from GRASP screeners, IXL math, common grade level assessments, MyOn reading and Lexile measurements, and GOFAR assessments will be analyzed on a regular basis by both teachers and the FLP teacher to ensure that the appropriate students are being served. Effectiveness will be determined by progress targeted students make on specific identified skills through learning probes such as included in GRASP as well as through formative and summative assessments, SGA progress and post-test scores, and the number of students who score at the Developing, Proficient, and Distinguished on the Georgia Milestones. The effectiveness of the program, ultimately, will be determined the school's achievement gap closure (a three year average of at least 6.5 points) and an increase in overall achievement data in all content on SGA and Milestones Assessments. Subgroup data will also be compared to determine if the FLP program impacted achievement rates for various student groups.

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

A stakeholder meeting will be held in the beginning of the school year that is open to all parents and those who have a vested interest in Ruth Hill Elementary to describe the school's Focus School designation and Flexible Learning Plan. The meeting will be advertised through a flyer, multiple One Call phone calls, reminders on the school's sign, and through Remind texts. Additionally, a satisfaction survey will go home two times per year (once per semester) to parents of students who participate in additional learning time opportunities so that we can better refine our efforts if needed. Results of the surveys will be posted on the school and system websites and a summary of the results will be sent home to parents of participating students. In addition, the results will be shared with the Ruth Hill's School Council, SBLT, faculty, and the system's Title I director. The same survey will be used each semester to ensure consistency in the data. Once the survey data is collected, it will be analyzed by the administrative team, instructional coach, SBLT, and FLP teacher. Survey responses will be analyzed by respondent type and trends in the data will be identified. These trends will drive discussions among the team and teachers about how to adjust our service model to better meet the needs of students. Data will be charted to provide a visual representation of survey data.

Student and teacher feedback will be collected and analyzed in the same manner as parent data. Ruth Hill's SBLT will utilize the parent, teacher, and student data at the end of the year and the school's FLP will be revised for the upcoming year based upon survey responses. Findings of the focus group discussions, student survey data, teacher survey data, and parent survey data will be included in the executive summary report which will be made available on the school's website for public review and comment.

10F: Describe school's plan for informing parent/guardians of participating student's progress towards the student's academic goals.

At the beginning of the year, 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. Progress on learning probes and formative assessments will also be sent home to parents of students participating in additional learning time. Additionally, Ruth Hill Elementary school had the Academic Parent Teacher Team (APTT) parent conference model, which includes group and individual parent meetings where student achievement data is shared. During these meetings, teachers can also share student progress data with parents of students who participate in additional learning time opportunities. The FLP teacher will actively invite parents to participate in conferences to share progress about students she serves. The FLP teacher will also encourage parents to come in and observe her work with their children and what she is doing to help students be successful in mastering essential concepts and skills.

10G: Describe the school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and online program improvements.

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 FY17 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. Coweta County Schools is also creating a data oriented link to the system web page that will provide academic performance for the public to access.

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 student performance and progress on the Georgia Milestones and SGAs. 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 shared on Ruth Hill 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 the program and maximize academic gains for students who are served. The evaluation for the FLP will be conducted in the month of May 2017. The date will be determined upon arrival of Georgia Milestones data, SGA post-test data and survey results are available. The team will create a report of their findings and share the report with stakeholders on Ruth Hill 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 Ruth Hill Elementary's School Focus Team, Ruth Hill's School Governing Board (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 Google Forms and will be electronic format for accurate tabulation on the Districts 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:

- Teacher surveys will be distributed to teachers at the school electronically using Google Forms.
- The Intervention Specialist will guide the development of the survey and it will be approved by the Focus School/Leadership Team for use.
- 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.
- 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's District Board meetings. The data results will be shared in May 2017 on the Student/Parent Newsletter and on the Ruth Hill 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, Governance Board, Leadership Team, Grade Level Team, and Coweta County School School's District Board meetings, and on the Ruth Hill 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 Governance 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 Ruth Hill Elementary School's website with year to year comparison data.