



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

**Georgia Department of Education
Title I
Flexible Learning Plan**

**Baker Middle School
Flexible Learning Plan
2016-2017**

1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the Flexible Learning Program (FLP) offered at each school:

- Core content area – Mathematics
- Subgroups – Student with Disabilities (SWD) and Multi-Racial

Baker Middle School has been identified as a Focus School because of the gap between the highest performing subgroups (Multi-Racial) and the lowest performing subgroup (SWD). The following assessment’s data was analyzed to identify root causes, establish a baseline for pre and post assessments, and to establish goals for the FLP.

The data in this Flexible Learning Plan is based on the State and district assessments from 2013-2015, i.e. Georgia Milestones Assessment System (GMAS), Criterion-Referenced Competency Test (CRCT), Criterion-Referenced Competency Test-Modified (CRCT-M), and Student Learning Objectives (SLOs). The College and Career Ready Performance Index (CCRPI) measures will remain the same and will also be used to gauge student academic growth.

Students took the GMAS in April of 2016 and were provided the scores in the summer of 2016 and in October of 2015. The spring CRCT scores for 2013-2014 were provided to the schools as reported by the Georgia State Department of Education’s Report Card, and the CRCT School Summary Report of all students. Baker Middle School analyzed data from the aforementioned assessments to establish goals.

**Spring 2015 Georgia Milestones Assessment System (GMAS)
Proficiency Levels (Beginning Learner, Developing Learner, Proficient Learner, and Distinguished Learner)**

GMAS Scores for ELA (Percentage)												
	Grade 6				Grade 7				Grade 8			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
14-15	65.7	24.9	8.9	0.6	65.0	28.3	6.7	0.0	55.8	30.9	35.2	9.0
15-16	63.8	27.1	9.0	0.0	57.5	33.0	9.5	0.0	46.9	41.1	12.0	0.0
+/-	-1.9	+2.2	+0.1	-0.6	-7.5	+4.7	+2.8	0.0	-8.9	10.2	-23.2	-9.0

GMAS Scores for Mathematics (Percentage)												
	Grade 6				Grade 7				Grade 8			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
14-15	68.5	28.6	3.0	0.0	66.9	27.5	5.1	0.6	62.9	32.9	4.1	0.0
15-16	54.5	37.5	8.0	0.0	64.8	31.3	3.9	0.0	60.0	37.5	2.5	0.0
+/-	-14.0	+8.9	+5.0	0.0	-2.1	+3.8	-1.2	-0.6	-2.9	+4.6	-1.6	0.0



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GMAS Scores for Science (Percentage)												
	Grade 6				Grade 7				Grade 8			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
14-15	74.6	22.5	3.0	0.0	67	22.7	8.5	1.7	76.9	19.5	3.6	0.0
15-16	68.9	23.2	7.9	0.0	67.8	24.3	7.9	0.0	81.8	17.6	0.7	0.0
+/-	-5.7	+0.7	+4.9	0.0	+0.8	+1.6	-0.6	-1.7	+4.9	-1.9	-2.9	0.0

GMAS Scores for Social Studies (Percentage)												
	Grade 6				Grade 7				Grade 8			
	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner	Beginning Learner	Developing Learner	Proficient Learner	Distinguished Learner
14-15	72.6	25.6	1.8	0.0	76.6	21.1	2.3	0.0	73.7	23.4	3.0	0.0
15-16	70.7	25.9	3.4	0.0	65.5	31.6	2.8	0.0	49.7	39.3	9.8	1.2
+/-	-1.9	+0.3	+1.6	0.0	-11.1	+10.5	+0.5	0.0	-24.0	+15.9	+6.8	+1.2

The GMAS scores show that the majority of students, in all grade levels and all content areas, scored as a Beginning Learner. 0% to 1.2% of students, in all grade levels and content areas, scored in the Distinguished Learner category. Percentages, for all grade levels and content areas, fall below the system and state averages.

2013-2014 Percent (%) Meeting or Exceeding on the CRCT							
Grade 6	District	All	ELL	SWD	Black	Hispanic	Multi
Reading	95%	87%	80%	58%	87%	92%	80%
ELA	87%	75%	60%	42%	72%	85%	90%
Mathematics	75%	41%	50%	20%	40%	52%	40%
Science	61%	29%	25%	14%	24%	58%	67%
Social Studies	69%	36%	25%	19%	31%	57%	60%
Grade 7	District	All	ELL	SWD	Black	Hispanic	Multi
Reading	92%	72%	69%	65%	72%	70%	83%
ELA	90%	76%	69%	67%	75%	69%	83%
Mathematics	80%	57%	50%	52%	58%	52%	0%
Science	76%	56%	46%	40%	55%	60%	67%
Social Studies	79%	37%	23%	18%	35%	37%	80%
Grade 8	District	All	ELL	SWD	Black	Hispanic	Multi
Reading	95%	89%	50%	48%	92%	87%	58%
ELA	92%	81%	25%	26%	83%	71%	71%
Mathematics	72%	37%	0%	11%	34%	42%	57%
Science	65%	35%	17%	7%	33%	40%	43%
Social Studies	74%	49%	0%	17%	48%	40%	67%



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College and Career Readiness Performance Index (CCRPI) Comparison								
Year	Achievement Points	Progress Points	Achievement Gap Points	ED/EL/SWD Performance Points	Exceeding the Bar Points	Challenge Points	CCRPI Scores	Change from previous year
2012	25.7	14.1	5.0	0.7	0.5	1.2	46.0	
2013	30.6	13.5	4.0	0.0	0.5	0.5	48.6	+2.6
2014	31.5	12.9	5.0	0.0	0.0	0	49.4	+0.8
2015	16.1	30.3	5.0	0.0	1.0	1.0	52.4	+3.0

Data from the College and Career Readiness Performance Index (CCRPI) indicate Baker’s overall CCRPI score increased 3.0 points from 2014 to 2015. The overall CCRPI score still indicates a need for more rigorous instruction and intensive intervention in all areas for all subgroups.

In addition, the CCRPI red performance flags indicate the Black, Hispanic, Economically Disadvantaged, English Learners and SWD subgroups met the participation rate, but did not meet either the State or subgroup performance targets.

After reviewing the 2013-2014 CRCT data for all students, there was a decrease for the aforementioned content areas in grades six, seven, and eight. There is a need to increase academic performance in all grades and in all of the content areas.

The overall data overwhelmingly substantiates domain weaknesses across the entire school population to include both SWD and ELL subgroups in mathematics. To ensure students are successful at all grade levels and to close the gap between the highest performing subgroups (Multi-Racial) and the lowest performing subgroup (SWD), the school recognizes a need for more explicit, standard-based, rigorous, mathematic instruction. Therefore, the following goal was established for the Baker Middle School Flexible Learning Program.

GOAL 1: Using the mathematics results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, participating FLP students, in grades 6th – 8th, scoring as a Proficient Learner or higher will increase by 10 percentage points each year for the next three years.



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GOAL 2: Using the mathematics results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, participating FLP students, in grades 6th – 8th, will increase mathematics scores by 10% each year for the next three years on the Georgia Milestones End of Grade Assessment.

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 by greatest academic need.

The Office of Federal Programs will coordinate funding and services for the Title I Flexible Learning Program (FLP) to support students at Baker Middle School in Mathematics. Baker Middle School's ranking of students is aligned to the required Federal rank order as outlined by the Georgia Department of Education ESEA Flexibility Waiver. Muscogee County Public Schools (MCSD) participates in the Community Eligibility Provision (CEP), 100% of students receive free meals at Baker Middle School.

All students in the school will be ranked according to the federal FLP rank order. The first step in the ranking process is to rank all students according to multiple academic selection criteria. The second step in the process is to place students in one of the three categories described below:

FLP Rank Order I — Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities (SWD), English Learners (EL), or free and reduced price meals subgroups; and, if funding levels allow

FLP Rank Order II — all other students that are not meeting standards as identified by state assessment results: and, if funding levels allow

FLP Rank Order III — Students who are meeting standards, as identified by state assessment results: and, if funding levels allow



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The school will use multiple academic related selection criteria to rank the academic needs of all students. Baker will use the GMAS, retention, and the final math grade on the report card for all students (except GAA) as multiple academic related selection criteria to rank the academic needs of all students. Criteria for students who are assessed using the GAA are also using the final math report card grade and teacher recommendation as the educational criteria. The criteria will be used to assess the order in which all students will be served, beginning with those who indicate the greatest academic need. The highest score attainable is 12 and the lowest score is 0.

6th Grade Math Criteria

Georgia Milestones Assessment Mathematics	Points	Report Card Final Average Mathematics	Points	Retention	Points
474 or lower	4	65 or less	4	yes	4
475-524	2	66-79	2	no	0
525 and above	0	80-100	0		

7th Grade Math Criteria

Georgia Milestones Assessment MATH	Points	Report Card Final Average Math	Points	Retention	Points
474 or lower	4	65 or less	4	yes	4
475-524	2	66-79	2	no	0
525 and above	0	80-100	0		

8th Grade Math Criteria

Georgia Milestones Assessment MATH	Points	Report Card Final Average Math	Points	Retention	Points
474 or lower	4	65 or less	4	yes	4
475-524	2	66-79	2	no	0
525 and above	0	80-100	0		

If applicable,

Georgia Alternative Assessment - Reading and Mathematics	Points	Report Card Final Average Reading and Mathematics	Points	Teacher Recommendation	Points
Emerging Progress (Did Not Meet)	6	Less Than 70	3	Yes	4
Established Progress (Proficient)	4	70-79	2	No	2
Extending Progress (Advanced lower)	2	80-89	1		
Extending Progress (Advanced higher)	0	90 and above	0		



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

The following researched-based instructional strategies will be implemented to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals. These strategies include but are not limited to:

- Common unit assessments (CUA)
- Increased Learning Time (ILT)
- Cooperative learning – develop positive interdependence, accountability, interpersonal skills and small-group skills and grouping processing
- Similarities and Differences – enhance students’ understanding of and ability to use knowledge
- Nonlinguistic representations – help students with tools for identifying and understanding the most important aspects of what they are learning
- Cues, questions and advance organizers – help activate prior knowledge, stimulate analytical thinking and promote deeper learning
- Setting objectives and providing feedback –establish a direction for learning and students personalize instructional objectives. Providing frequent feedback that is corrective in nature positively impacts student achievement
- Generating and testing hypotheses – involve the application of knowledge and has practical applications in all curriculum areas: systems analysis, problem solving and historical investigations are three examples

Increased Learning Time (ILT) – “School leaders must recognize that successful schools use time not just to extend hours and days but to creatively improve how and by whom instruction is delivered. In the end, the ELT movement is more likely to leave a legacy of school and student success if it becomes less about time and more about quality teaching and learning.” (Education Sector at American Institutes for Research, 2009)

Quarterly Benchmark Assessment (QBA) – Schools that help students burdened by poverty achieve remarkable success when teachers work in collaborative teams to build common formative assessments and use the data to identify which students need help and which need greater challenges. But they also use data to inform teacher’s practice, to discuss why one



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teacher is having success in teaching a concept and others are not, and what the more successful teacher can teach his or her colleagues (Chenoweth, 2009)

In the book *Time to Learn: Benefits of a Longer School Day* by Christopher Gabrieli and Warren Goldstein, the authors discuss how a longer school day can support achievement in reading and math while providing a richer, broader curriculum. The authors discuss examples of increased learning time success in public schools throughout the country. Students master core academic subjects, practice new skills, and receive individualized instruction and tutoring.

The research based instructional strategies discussed in *What Works in Schools*, (Marzano, 2003); include individualization, simulation and games, computer-assisted instruction, direct instruction, effort reinforcement, tutoring, corrective instruction, mastery learning, ability grouping, and clarity of presentation and questioning.

Additionally, the instructional strategies discussed in *Better Learning through Structured Teaching*, (Fisher and Frey, 2014); will be utilized at all FLP schools for a 5 year period. The purpose is to improve the level instruction MCS D students receive. The books focus includes: establishing lesson purpose for students, teachers modeling strategies for students, allowing students to consolidate their understanding, problem solving and thinking with their peers.

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 LEA/school and its' FLP program in compliance with Title I laws and regulations?

Program Delivery Model

To supplement the regularly scheduled math classes, Baker Middle School will implement the FLP on Tuesday's and Thursday's of every week starting August 22, 2016 and running through March 31, 2017. The students will have the opportunity to participate in FLP on those days from 4:25PM to 5:25PM. The sessions will focus on math both days of the week for 2 hours of additional instruction in each given week. The 2 day a week sessions will provide an additional 53 hours of instruction outside the school year. Anticipated students to teacher ratio will be no more than twelve to one. All FLP classes will be held on Baker's campus and bus transportation will be provided (contingent upon availability of bus drivers) for students. Bus drivers will drop off students to their designated stops and Baker Middle School will communicate with parents the times for drop off at the bus stops. Transportation will be funded using Title I FLP



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funds. During the school year, snacks will be available as funds permit. Funding for snacks may come from QBE (student activity account), Partners in Education, PTA, and donations only.

In addition, students will have the opportunity to participate in FLP during the summer. The FLP program will be Monday through Thursday for three weeks beginning June 5, 2017, and ending June 22, 2017 for a total of twelve days. Sessions will begin at 8:30AM and end at 12:30PM for four hours each day. The summer sessions will focus mathematics instruction for 4 hours. The summer sessions will provide an additional 16 hours of instruction per week totaling 48 total hours of additional instruction outside the school year. The maximum students to instructor ratio will be no more than twelve to one. All FLP classes will be held on Baker's campus and bus transportation will be provided for students. Bus drivers will pick up students from their regular stops and Baker Middle School will communicate with parents the times for drop off and pick up at the bus stops. Transportation will be funded using Title I FLP funds.

FLP students will be offered breakfast and lunch free of charge through MCSD Nutrition Department "Summer Feeding Program."

Instruction will be provided by highly qualified teachers, paraprofessional (under the supervision of a certified teacher), and tutors. Instruction will be conducted in the designated classrooms, on the Baker campus. The instruction will be delivered in whole groups, one-on-one, and in small groups. During the program, technology will also be used to enhance instruction. The students will receive instruction using *Think Through Math* in grades 6-8. *Think Through Math* focuses on mathematics. *Think Through Math* is not used during the regular school day.

Teachers will use the Georgia Standards of Excellence (GSE) to develop the learning plans and to provide one on one, small group, and whole group instruction. The maximum student to instructor ratio will be no more than twelve to one.

Progress Monitoring:

- All students will be monitored for academic progress and attendance.
- Each teacher will maintain a "Student Profile Sheet" for each student. The profile will include formative and summative assessment data. The teacher will adapt each lesson based on the areas of weakness.
- The students will be officially progress monitored, with documentation, every month. Progress reports will be completed, on a triplicate form, by the teacher, shared with the student, and sent home every month.
- Students will be monitored as they complete lessons as dictated in the *Think Through Math* program.
- Conferences will be held as needed. Teachers and parents are encouraged to request a conference when deemed necessary.
- Grade level and content level teachers will meet regularly to discuss student progress.



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- FLP teachers will scrutinize the student’s report card, regular progress reports, and other pertinent assessment data to monitor progress.
- In an effort to ensure success, the principal, teachers, Title I Program Specialist and the district’s Executive Director of Federal Programs will work aggressively to encourage parents to allow their child/children to participate in the FLP.

Complying with Title I Regulations and Program Modification:

The district will work with the school and other federal programs to follow and maintain all rules, regulations, and policies to ensure that Baker Middle School’s Flexible Learning Program is in compliance with Title I laws and regulations. The school will work closely with the district’s Executive Director of Federal Programs 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.

The Flexible Learning Program is supplemental to the regular instructional program. Expenses are allowable under Title I, and purchases are pre-approved by the Executive Director of Federal Programs. Further, an inventory will be maintained for purchased items that have a year or longer shelf-life. The Flexible Learning Program will be monitored on a regular basis to ensure compliance with Title I requirements.

Program modifications may be made based on school, district and/or parent recommendations. However, no program modifications will take place without first sending a FLP amendment to the Georgia Department of Education for approval.

5. Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor to ensure that:
Instruction is tailored to the needs of participating students
Instructional strategies are effective in helping at-risk students achieve success

Professional development will be conducted for all FLP teachers to ensure teachers know and understand how to engage and support struggling students, create a language-rich environment, and monitor student progress to increase student achievement. All FLP funds budgeted for FLP professional learning will be used to provide professional learning opportunities for FLP instructors only. The FLP teachers will receive the following professional development specific to FLP mathematic and literacy instruction:



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Program teachers for grades 6-8 will receive on-site professional development and training on the implementation of the *Think Through Math* program. The training will be conducted by the *Think Through Math* specialists on the Baker campus prior to the program start date.

During FLP meetings, the principal and/or academic coach will share strategies from the book, *Better Learning through Structured Teaching* by Douglas Fisher and Nancy Frey.

In addition during training sessions and meetings, FLP instructors will be exposed to the following:

- **Blended Learning:** FLP instructors will learn how to blend face-to-face instructional time with independent learning.
- **Individualized Intervention:** FLP instructors will learn how to use the online assessments to quickly identify student strengths and weaknesses, to group students to conduct small-group interventions, and to prescribe individualized online learning plans.
- **Direct Instruction:** FLP instructors will discover how the progress monitoring reports can help determine if large or small group instruction is needed.
- **Guided Practice:** FLP instructors will learn how to assign guided practice to scaffold learning and check for understanding.
- **Extended Learning:** FLP instructors will discover that student learning can take place anytime and anywhere as long as an internet connection is available.
- **Continuous Assessment:** FLP instructors will learn how to regularly check progress throughout the year and use real-time data to guide instruction and provide feedback.
- **Gaming to Learn:** FLP instructors will learn how the gaming to learn component is used to measure learning in a new way through students' ability to make choices, stimulate self-motivation and persistence in meaningful work, engage students through opportunities for interaction and self-expression, and help build gratifying and impactful relationships.

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the GSE.

The faculty of Baker Middle School understands the 6-8 standards provide students with a solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals—which help young students build the foundation to successfully apply more demanding mathematics concepts and procedures.



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Baker Middle School acknowledges the sixth through eighth grade GSE are built on the best state standards to provide detailed guidance to teachers. Knowing the standards address procedural and conceptual understandings, in addition to making sure students are learning and absorbing the critical information needed to succeed, Baker Middle School will implement the following practices:

- Teachers will write and submit standard-based lesson plans to the principal and Title I Program Specialist. The FLP lesson plans will be driven by the GSE
- The daily “instructional framework” will reflect the GSE and the elements. Both the standard and the elements will be scaffold to ensure the students understand what is being taught and what they are expected to learn
- Teachers will listen to any GSE webinars as presented by the Georgia State Department of Education
- Teachers will attend any district GSE training and be given the opportunity to request additional training if necessary
- FLP observations/visits will be conducted by the FLP lead teacher, the Principal and the Title I Program Specialist to monitor effective GSE guided instruction
- Persons responsible for planning, implementing, and evaluating to ascertain that instructional goals are aligned to the GSE include the Executive Director of Federal Programs, Title I Program Specialist, principal, and FLP Teachers

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?

Baker Middle School recognizes parents are concerned and will encourage their children (child) to attend the FLP if they believe the FLP instruction is beneficial to their child and they are informed about their child’s progress. Therefore, a description and explanation of the FLP and the assessments used to measure student progress will be provided to parents. The parents will also be given the proficiency levels the students are expected to meet.

To maximize enrollment, ensure attendance, to share assessment results and their interpretations, and to provide a FLP update, information will be shared with parents in a number of ways:

- Open House meetings
- Parent-teacher conferences
- U. S. Mail service
- Parent workshops and activities
- PTA meetings



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- Progress Reports/Report Cards
- A composite of scores will be available in the data room
- Title I Newsletter
- Local School Council

All teachers will use common assessments to monitor students' progress, and the results will be relayed to parents throughout the year. Teachers also use weekly communications from the school, district Parent Portal, phone calls, and emails to communicate to the parents.

To further maximize enrollment and attendance, the school will:

- Make parents feel welcome by creating opportunities to increase communication
- Create an environment that enables students to feel successful
- Contact the parent if the student is absent
- Immediately talk with the student about why they were absent to let them know they were missed
- Forge a relationship with local businesses where youth may congregate when truant and encourage them to keep students in school during school hours
- Work with the Partners in Education, the community, families, and students to show that school is a place that supports active learning
- Recognize "good" attendance, not just "perfect" attendance
- Make sure the campus is a place where students feel safe and respected

As Baker continues the efforts to maximize the enrollment and attendance of the students with the greatest need for the FLP, parents will be notified and reminded of the FLP and asked to encourage their children (child) to attend through:

- Informational flyers
- Community and neighborhood newspaper
- District Parent Committee Meetings
- FLP parent information package
- Public service announcements (local television and radio stations)
- Connect Ed messaging and communication System
- Emails
- Local community organizations



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8. Describe the procedures the LEA/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 LEA's schools.

To monitor the implementation of the FLP and to track required data, the Title I Program Specialist and principal will develop assessment tools to measure student performance and monitor program implementation. The tools will be Focus Walks Checklist, parent surveys, progress reports, and FLP checklists.

The district Executive Director of Federal Programs, Title I Program Specialist, and the principal will monitor the implementation of the FLP to ensure that funds spent on materials, supplies, personnel, transportation, and professional development are allowable, supplemental, reasonable and necessary. The Executive Director of Federal Programs will approve all FLP purchases before the purchase is made.

As the implementation of the FLP is monitored, teachers paid with Title I funds to instruct during the increased learning times will submit a weekly work schedule. In addition to the schedule, the teachers will be required to maintain a student sign-in sheet. The teachers will also submit a weekly lesson plan. The plan will include the GSE, the element to be taught, and the resources and materials used to obtain their objectives. The schedules, lesson plans, and sign-in sheets (artifacts) will serve as monitoring documents for the FLP.

Progress reports from the common unit assessments will also be used to track student progress. Pre and post summative data will also be recorded. Each teacher will be required to maintain a "FLP Binder." All required data and documentation will be housed therein. The data will be reviewed monthly by the FLP lead teacher, and the information will be shared with the Principal, Executive Director of Federal Programs, Title I Program Specialist, or other official monitors.

The FLP teacher will maintain all records for each student and develop reports for the Title I Program Specialist and Executive Director of Federal Programs monthly to show progress or lack of progress for all students participating in the FLP. The Title I Program Specialist will work with each teacher to ensure that all students are making progress.

The FLP lead teacher, Title I Program Specialist and Principal will conduct unannounced classroom observations, every two weeks, using a classroom observation checklist and share the results with the Executive Director of Federal Programs. The observation tools will be maintained on file at the district office and submitted to the Executive Director of Federal Programs upon request. Also, the FLP instructors are required to provide monthly reports on the progress of students in attaining the instructional goals and objectives of the Flexible Learning



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Plan. A copy of these reports will also be sent to the Executive Director of Federal Programs to be kept on file in the Title I office.

To monitor the implementation of the program and the tracking of all required data, the following FLP documentation will be maintained:

- GSE lesson plans
- Attendance Log (student sign in sheets)
- GSE mathematics standards
- Student Profile Sheet
- Progress monitoring form
- Parent enrollment request (disposition of request indicated)
- FLP payroll cover sheet
- FLP monthly payroll schedule
- Title I FLP employee time log
- Title I FLP equipment log

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.

The district Executive Director of Federal Programs and the principal will monitor the implementation of the FLP to ensure that funds spent on materials, supplies, personnel, transportation, and professional development are allowable, supplemental, reasonable and necessary. The Executive Director of Federal Programs will approve each FLP purchase before the purchase is made.

Items purchased with Title I funds that have a shelf life of one year or more will be included on the Title I inventory. A copy of the inventory will be maintained at the school and at the central office. Teachers will work with the Title I Program Specialist to develop requisitions for materials to be used in FLP. The requisitions will be created by the Title I Program Specialist and signed by the principal indicating approval. Requisitions will be submitted to the central office for approval by the Executive Director of Federal Programs. Purchase orders will be created by the LEA only. The school, along with the district Title I office, will maintain all documents, related to the FLP, at the school site.

Muscogee County has a fraud, waste, and abuse policy which is shared with all LEA and school personnel. At the beginning of each year personnel at all locations are trained on the Fraud, Waste and Abuse policy. The agenda and sign-in sheets for these meetings serve as



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documentation that training has occurred. A copy of these records is kept at the training site and at the Title I office.

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

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

The overall data substantiates domain weaknesses across the entire school population to include both SWD and ELL subgroups in mathematics. To ensure students are successful at all grade levels and to close the gap between the highest performing subgroups (Multi-Racial) and the lowest performing subgroup (SWD), the school recognizes a need for more explicit, standard-based, rigorous, mathematic instruction. Therefore, the following goal was established for the Baker Middle School Flexible Learning Program.

GOAL 1: Using the mathematics results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, participating FLP students, in grades 6th – 8th, scoring as a Proficient Learner or higher will increase by 10 percentage points each year for the next three years.

GOAL 2: Using the mathematics results of the spring 2015 administration of the Georgia Milestones Assessment as a baseline, participating FLP students, in grades 6th – 8th, will increase mathematics scores by 10% each year for the next three years on the Georgia Milestones End of Grade Assessment.

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

The Georgia Milestones Assessment System (GMAS) will be used to determine whether or not the students enrolled in FLP met the FLP target goals. The Georgia Milestones Assessment System (GMAS) is a State mandated test designed to measure how well students acquire the skills and knowledge described in the Georgia Standards of Excellence (GSE). The GMAS replaces the Criterion- Referenced Competency Test (CRCT).



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The GMAS is a comprehensive single program, not a series of tests. GMAS is a formative assessment tool used to complement summative assessments. The assessments are coherent and contain consistent expectations and sufficient challenges to position Georgia students to compete with peers nationally and internationally. The assessment provides consistent signals about student preparedness for the next level, be it the next grade, course, or college/career. It also provides consistent signals about student achievement both within system (across grades and courses) and with national external measures. Lastly, the GMAS is consolidated to combine reading, language arts, and writing into a single measure to align to the GSE in grades 6-8. The assessment tool also aligns the GSE in the content areas of: End of Grade (EOG) in language arts, mathematics, science, social studies.

Common unit assessments will be used to generate student progress reports. All student work is managed and tracked, with a comprehensive reporting suite for informed instructional decision-making and accountability. Reports can be generated immediately upon completion of an individual session.

The district's progress report is not an "assessment instrument," but the mid-nine week results can be used to assess/measure student progress as they strive to meet the program target/goal. Student's progress reports will be printed once every nine weeks along with the student report which is distributed once a 9 weeks as well. The progress reports are also available in the Parent Portal.

Think Through Math Software Program

Think Through Math combines live teacher support, unique student motivation, and engaging adaptive instruction in a web-based learning system.

C. 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 building administrator is the person responsible for establishing a data team. The data team will consist of the Principal, Assistant Principal, Academic Coach, Testing Coordinator, Counselor, FLP teachers and others as the principal designates.

The data team will be responsible for administering, collecting, and maintaining the data. Baker Middle School will adhere to the testing guidelines as mandated by the Muscogee County School District and the Georgia State Department of Education. Pre and post test data will be kept under



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lock and key with other test results and testing materials. Those who are selected to administer the assessments will receive training from the designated Test Coordinator.

Individual student data will be kept in individual student portfolios and locked in a secure area in the FLP classroom throughout the school year. All FLP staff has participated in the Testing Code of Ethics trainings and is aware of the importance of keeping student data confidential.

Administration Schedule for Summative Assessments:

Georgia Milestone Assessment for Grades 6-8

Main Administration - Testing window April 3 – 28, 2017 for Muscogee County School District

Think Through Math Summative Assessment (Grades K-5)

The pre assessment will be administered in August of 2016 and the post assessment will be administered in March of 2017.

D. 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?)

During planning meetings, which will take place monthly after school and during teachers' planning times, the FLP teachers come equipped with their FLP binders. The FLP binders contain the results of all of the formative assessments given. As the data from each assessment is compiled, it will be analyzed in order to detect patterns, possible causes for unsatisfactory results and to identify the areas of success and areas that need more attention. The assessment data is also used to provide information about individual students as well as the overall instructional program effectiveness. The data will continue to be closely monitored throughout the school year to ensure the students are progressing and meeting the established goal.

At the end of the school year, after summative assessments have been administered and all results have been calculated or received from the GA DoE, the assigned members of the data team will assemble and analyze the data to determine if the FLP target goals have been met. Determining whether or not the program has been effective will rest on the answer to the question. Were target goals for the year met? The data will be charted and placed on the wall in the data room. Teachers will also maintain a copy in their FLP binders.



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

The LEA will collect, analyze, and provide feedback to FLP participants in the following ways:

- The Title I Program Specialist will design a survey to be administered in May 2017 to all FLP teachers, FLP parents, and FLP students.
- FLP teachers and FLP students will complete the surveys, electronically, at school.
- A paper/pencil survey will be sent home to parents to complete and return to the school.
- If parents do not return the survey, the FLP teachers and the parent liaison will phone the parents to encourage them to respond to the survey.
- The FLP lead teacher will collect and tabulate the teacher's response to the survey.
- The FLP teachers will collect and tabulate the students' response to the survey.
- The parent liaison will collect and tabulate the parents' response to the survey.
- The Title I Program Specialist will summarize and graph the survey results. The results will be shared with the Executive Director of Federal Programs, Regional Chief, and the Leadership Team.
- The Leadership Team, which typically consists of classroom teachers, administrators, the parent liaison, FLP teachers, the guidance counselor, the Title I Program Specialist, and the district chief, will view all FLP achievement data, FLP attendance data, and program satisfaction/effectiveness survey results. All of the data will be shared with the Baker faculty during faculty meetings and/or during grade level meetings.
- Current and trend data will be used to analyze and measure the survey, achievement, and attendance results.
- The results will be used to gauge customer satisfaction concerning the Flexible Learning Program. The results from the surveys will also be used 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 survey results and full report will be available to all stakeholders on the school's website, the district Title I website, and the FLP newsletter.

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

FLP parents, and students, will be invited to an orientation meeting to inform them of the FLP program, assessment procedures, and progress reports.

Upon entering the FLP, students will be given a diagnostic assessment to determine their performance level. During the FLP, assessment results and progress reports will be used to monitor student progress toward the FLP target goals. Progress reports will be completed, on a triplicate form, by the teacher, shared with the student, and sent home monthly. The top, or



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white copy, will go home to the parents; the middle, or yellow copy, will remain at the school; and the bottom, or pink copy, will be kept in the Title I office. In addition to students and parents being informed about ongoing progress in the program, they will also be informed of the diagnostic assessments results. During the school year, and summer, parents can request individual conferences to discuss their child's progress.

G. Describe the LEA's/school's plan for informing stakeholders regarding results of the

Input from stakeholders is actively sought throughout the Muscogee County School District (MCSD). MCSD will utilize surveys, notes taken from meetings, and informal input, to ensure our parents and community needs are conveyed, evaluated and met as much as possible. The LEA's/school's plan for informing stakeholders, in English and Spanish regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s) is stated below:

- Stakeholders and parents are involved in developing the FLP plan.
- During each monthly Board of Education meeting, the Executive Director of Federal Programs addresses concerns about the Flexible Learning Program when requested. The board members as well as the audience (stakeholders) are given an overview of the program effectiveness and ongoing improvements.
- Stakeholders and parents are invited and encouraged to attend Leadership Team meetings and Local School Council. During the meetings, the program effectiveness and an evaluation of the program are given.
- Stakeholders also have access to school-wide student achievement data, Baker's School Improvement Plan and the FLP plan via the school's website or when visiting the school's data room.
- The overall value of the program will be determined by student attendance, student achievement, student/parent program satisfaction, and improvement indicated by goals using GMAS, CUAs, SLOs, and progress report data. This information will be made available to the students, parents, teachers, and stakeholders by presentations at meetings within the school and the district.
- The Title I Program Specialist will summarize the survey results (see 10e) and share with the Leadership Team. Stakeholders are a part of the Leadership team.



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- The full report will include “lessons learned” during the implementation of the program, and next steps toward program improvement.
- The survey results and the full report will be available on Baker’s website.
- The report will also be shared with the Chattahoochee/Flint RESA representative assigned to the school.

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 in Parent Newsletters, at PTA, community meetings, and on Baker’s website with year to year comparison data.