



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

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

**Rigdon Road Elementary School
2016-2017**

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

Core content area(s) Math and ELA

Subgroup(s) SWD and Black

Graduation rate(s) N/A

Areas of Need Addressed by the FLP for Rigdon Road Elementary School

Rigdon Road has been identified as a Focus School but no longer designated as an Opportunity School for the 2016-2017 school year. This identification was based on the CCRPI Achievement Gap for the last three years. The school completed a comprehensive needs assessment to address the strengths, weaknesses, and root causes of the school. The following data was analyzed to identify root causes, establish a baseline for pre and post assessments, and create goals for the FLP. Based on the comprehensive needs assessment, the content areas served by FLP will be Math and ELA.

The data for Flexible Learning Plan was based on:

- 2013-14 Criterion Referenced Competency Test (CRCT)
- 2014-2016 GMAS System (GMAS)
- Lexile scores (which come from the GMAS)
- Student Learning Objectives (SLOs)
- Georgia Kindergarten Inventory of Developing Skills (GKIDS)
- Smarty Ants - computer based district assessment
- Report card for grades Kindergarten through fifth grades
- Retention in grades Kindergarten through Third grade

The College and Career Ready Performance Index (CCRPI) measures will remain the same and will also be used to gauge student academic growth.

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. Rigdon Elementary School compared the 2012-2013 CRCT math, science, social studies, and ELA scores to the same assessments as administered in 2013- 2014. The data was then analyzed to establish pre and post goals.



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Criterion Referenced Competency Test (CRCT)
Percentage of Students who Meets and Exceed Standards
2013-2014

CRCT Scores for Reading									
	Grade 3			Grade 4			Grade 5		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
All	78	81	+3	85	88	+3	81	89	+8
Black	79	79	0	85	87	+2	79	88	+9
SWD	100	100	0	100	100	0	100	60	-40
State	92	92	0	93	94	+1	93	95	+2

Reading scores on the CRCT in third-fifth grade have increased from 81% to 86% over the 2013, 2014 school years.

CRCT Scores for ELA (ELA)									
	Grade 3			Grade 4			Grade 5		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
All	67	69	+2	69	70	+1	93	85	-8
Black	69	67	+2	70	71	+1	93	85	-8
SWD	100	67	-13	0	83	+83	67	75	+8
State	88	89	+1	90	89	-1	94	95	+1

ELA scores on the CRCT in third-fifth grade are below state average in third-fifth grade.

CRCT Scores for Math									
	Grade 3			Grade 4			Grade 5		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
All	46	56	+10	61	43	-18	90	71	-19
Black	47	56	+9	64	42	-22	89	67	-22
SWD	50	67	+17	0	60	+60	N/A	67	+67
State	79	81	+2	84	82	-2	90	88	-2

Math scores on the CRCT for students in grades 3-5 have decreased slightly over the past two years from 66% to 57% of students meeting or exceeding standards.

CRCT Scores for Science									
	Grade 3			Grade 4			Grade 5		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
All	46	51	+5	50	53	+3	67	56	-11
Black	47	51	+4	51	53	+2	56	54	-2
SWD	20	43	+23	40	22	-18	0	18	+18
State	78	77	-1	83	81	-2	80	82	+2

Science scores on the CRCT in third-fifth grade are below the state average.

CRCT Scores for Social Studies									
	Grade 3			Grade 4			Grade 5		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
All	65	58	-7	58	65	+7	57	56	-1
Black	67	57	-10	58	67	+9	56	52	-4
SWD	60	29	-31	20	44	+24	0	18	+18
State	83	84	+1	81	81	0	81	81	0

Social Studies scores on the CRCT in third-fifth grade are below the district and state average.



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Student Learning Objectives (SLO) Assessment for 2013-2015 (Percentage of Meets/Exceeds)

SLO Assessment for Kindergarten-Second Grade									
	Kindergarten			Grade 1			Grade 2		
	12-13	13-14	15-16	12-13	13-14	15-16	12-13	13-14	15-16
English Lang. Arts	81.3	72.6	93.7	59.6	72.4	98.3	44.4	80.2	37.6
Math	98	91	92.1	14.6	46.7	85.8	70.9	78.3	58.5

**For the 2013-2014 school year, Muscogee County School District used teacher created assessments for the Student Learning Objectives (SLO) assessment. For the 2014-2015 school year, MCSD used the ITBS as the SLO assessment. That information is below in the separate table. For the 2015-2016 school year, the MCSD reverted back to using teacher created assessments for the SLO assessment. Therefore, a three year comparison cannot be made regarding the SLO assessment.

Iowa Test of Basic Skills/Student Learning Objectives (2014-2015)

ITBS Scores for Reading								
	Kindergarten		Grade 1		Grade 2		Grade 3	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
School	176.36	213.79	214.05	256.76	265.00	303.29	362.10	414.19
Growth Target	57.6 DNM	42.4 M/E	52.7 DNM	47.3 M/E	58.6 DNM	41.4 M/E	48.4 DNM	51.6 M/E

ITBS Scores for ELA								
	Kindergarten		Grade 1		Grade 2		Grade 3	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
School	137.04	182.59	202.71	243.29	257.39	299.86	354.21	410.35
Growth Target	46.3 DNM	53.7 M/E	50.0 DNM	50.0 M/E	50.7 DNM	49.3 M/E	42.1 DNM	57.9 M/E

ITBS Scores for Math								
	Kindergarten		Grade 1		Grade 2		Grade 3	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
School	128.17	202.54	177.31	226.92	255.58	315.19	350.81	408.06
Growth Target	25.4 DNM	74.6 M/E	46.2 DNM	53.8 M/E	41.6 DNM	58.4 M/E	45.2 DNM	54.8 M/E

Students in grades K-3 took the ITBS in the 2014-2015 school year, which represented their SLO, in the fall and again in the spring as a pre and post assessment. Those scores are listed. The growth target overall percentage for grade levels K-3 represent how many students Did Not Meet (DNM) the growth target versus how many students Met and Exceeded (M/E) the growth target.

GMAS System (GMAS)

GMAS Scores for ELA (Percentage)												
	Grade 3				Grade 4				Grade 5			
	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	54.8	30.1	11.0	4.1	56.4	25.6	16.7	1.3	50.8	33.8	13.8	1.5
15-16	61.9	28.6	9.5	0.0	54.4	38.0	6.3	1.3	40.3	44.4	13.9	1.4
+/-	+7.1	-1.5	1.5	-4.1	-2.0	+12.4	-10.4	0.0	-10.5	+10.6	+0.1	-0.1

GMAS Scores for Math (Percentage)												
	Grade 3				Grade 4				Grade 5			
	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	50.0	33.3	16.7	0.0	47.4	44.9	7.7	0.0	40.0	41.5	16.9	1.5
15-16	56.6	38.6	4.8	0.0	60.0	33.8	6.3	0.0	42.5	38.4	16.4	2.7
+/-	+6.6	+5.3	-11.9	0.0	+12.6	-11.1	-1.4	0.0	+2.5	-3.1	-0.5	+1.2



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GMAS Scores for Science (Percentage)												
	Grade 3				Grade 4				Grade 5			
	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	53.4	37.0	8.2	1.4	62.8	24.4	11.5	1.3	38.5	47.7	10.8	3.1
15-16	49.4	34.9	14.5	1.2	51.3	43.8	5.0	0.0	40.3	44.4	11.1	4.2
+/-	-4.0	-2.1	+6.3	-0.2	-11.5	+19.4	-6.5	-1.3	+1.8	-3.3	+0.3	+0.9

GMAS Scores for Social Studies (Percentage)												
	Grade 3				Grade 4				Grade 5			
	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	53.4	37.0	6.8	2.7	62.8	30.8	6.4	0.0	40.0	52.3	7.7	0.0
15-16	57.8	33.7	8.4	0.0	63.8	28.8	7.5	0.0	38.9	45.8	12.5	2.8
+/-	+4.4	-3.3	+1.6	-2.7	+1.0	-2.0	+1.1	0.0	-1.1	-6.5	+4.8	+2.8

The above data displays the GMAS results for 2014-15 and 2015-16. Each decimal represents the percentage of beginning, developing, proficient, and distinguished learners. The +/- row signifies whether each grade level is having an increase or decrease in the respective category. The results show that though progress is being made in some areas, Math, and ELA still fall below system and state expectations.

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	33.7	17.2	7	1	1	2	59.9	
2013	29	15.1	2	0.0	0.5	0.5	46.6	-13.3
2014	33	15.2	3	0.0	0.0	0	51.2	+4.6
2015	18.8	38.1	6.7	0.0	0.0	0.0	63.6	+12.4

Data from the College and Career Readiness Performance Index (CCRPI) indicate Rigdon's overall CCRPI score increased 12.4 points from 2014 to 2015 and 4.6 points from 2013 to 2014. This significant increase with an overall score of 63.6 removed the school from the Opportunity list. The achievement and progress points decreased 4.7 and 2.1 points respectively, from 2012 to 2013. However 2013 to 2014 data shows the achievement points increased 4 points, whereas the progress points increased .1 point. In 2015, there continued to be a decline of 14.2 points in the area of achievement, whereas the progress points increased by 22.9 points.

College and Career Readiness Performance Index (CCRPI) Performance Flags

The overall CCRPI score improved significantly but still indicates a need for continued rigorous instruction and intensive intervention in all areas for all subgroups. The CCRPI red performance flags indicate the Black, Economically Disadvantaged, and SWD subgroups met the Participation Rate, but did not meet the State or subgroup performance targets in both years of 2014 and 2015.



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To ensure students are successful at all grade levels; the school recognizes a need for more explicit, standard-based, rigorous, mathematic and literacy instruction. The data substantiates domain weaknesses across the school in both content areas. The data also substantiates domain weaknesses in science and social studies. An increase in literacy instruction can positively impact future science and social studies scores. The school believes that gains in math will produce gains in science.

GOAL 1: Using the math and ELA results of the spring 2015 administration of the GMAS as a baseline, participating 3rd – 5th grade FLP students, scoring as a Proficient Learner or higher, in math and ELA, will increase by 10 percentage points each year for the next three years on the GMAS.

GOAL 2: Using the math and ELA results of the spring 2015 administration of the GMAS as a baseline, participating 3rd – 5th grade FLP students will increase math and ELA scores by 10% each year for the next three years on the GMAS.

GOAL 3: Decrease the number of FLP students not demonstrating proficiency, in math and ELA, on the Student Learning Objective (SLOs) post assessment by 10 percentage points each year over the next 3 years. (K-2)

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 Rigdon Road Elementary School in Reading and Math. Rigdon Road Elementary 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 Rigdon Road Elementary 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



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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

Rigdon Road Elementary School will use multiple academic related selection criteria to rank the academic needs of all students. RRES will use retention, the Georgia Kindergarten Inventory of Developing Skills (GKIDS) for ELA and mathematics, and final reading and mathematics report card grade for first grade students. The students in second and third grades will use Student Learning Objectives (SLO'S) in the areas of Math and ELA, retention, and final ELA and Mathematics report card grades. The students in grades four and five will use the Georgia Milestone Assessment (GMAS) in the areas of ELA and MATH, Lexile scores and the final Math and ELA grades on the report cards from the 2015-16 school year and the next year as well. Criteria for students who are assessed using the GAA, include the final ELA and Math report card grades from the 2015-16 school year, the Georgia Alternative Assessment in Math and Language Arts, and teacher recommendation. All of 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.

Multiple Selection Criteria for Elementary Schools 2016-2017

CRITERIA FOR FIRST GRADE

GKIDS English Language Arts	Points	Report Card Final Average- English Language Arts	Points	Retention	Points
Less Than 70	4	Needs Improvement	4	Yes	4
70-79	2	Progressing	2	No	0
80-100	0	Meets standard	0		

GKIDS Math	Points	Report Card Final Average Mathematics	Points	Retention	Points
Less Than 70	4	Needs Improvement	4	Yes	4
70-79	2	Progressing	2	No	0
80-100	0	Meets standard	0		



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CRITERIA FOR SECOND GRADE

Student Learning Objectives- POST 1 st grade English Language Arts	Points	Report Card Final Average ELA	Points	Retention	Points
69 or lower	4	Less Than 70	4	Yes	4
70-79	2	70-79	2	No	0
80-100	0	80-100	0		

Student Learning Objectives- POST 1 st grade Mathematics	Points	Report Card Final Average MATH	Points	Retention	Points
69 or lower	4	Less Than 70	4	Yes	4
70-79	2	70-79	2	No	0
80-100	0	80-100	0		

CRITERIA FOR THIRD GRADE

Student Learning Objectives- POST 2 nd grade English Language Arts	Points	Report Card Final Average ELA	Points	Retention	Points
69 or lower	4	Less Than 70	4	Yes	4
70-79	2	70-79	2	No	0
80-100	0	80-100	0		

Student Learning Objectives- POST 2 nd grade Mathematics	Points	Report Card Final Average Math	Points	Retention	Points
69 or lower	4	Less Than 70	4	Yes	4
70-79	2	70-79	2	No	0
80-100	0	80-100	0		

CRITERIA FOR FOURTH GRADE

Georgia Milestones Assessment ELA	Points	Report Card Final Average ELA	Points	Lexile Scores	Points
474 or lower	4	Less Than 70	4	627 or lower	4
475-524	2	70-79	2	628 or higher	0
525 and above	0	80-100	0		

Georgia Milestones Assessment Mathematics	Points	Report Card Final Average Mathematics	Points	Lexile Scores	Points
474 or lower	4	Less Than 70	4	627 or lower	4
475-524	2	70-79	2	628 or higher	0
525 and above	0	80-100	0		



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CRITERIA FOR FIFTH GRADE

Georgia Milestones Assessment ELA	Points	Report Card Final Average ELA	Points	Lexile Scores	Points
474 or lower	4	Less Than 70	4	627 or lower	4
475-524	2	70-79	2	628 or higher	0
525 and above	0	80-100	0		

Georgia Milestones Assessment Mathematics	Points	Report Card Final Average Mathematics	Points	Lexile Scores	Points
474 or lower	4	Less Than 70	4	627 or lower	4
475-524	2	70-79	2	628 or higher	0
525 and above	0	80-100	0		

CRITERIA FOR STUDENTS WITH GEORGIA ALTERNATIVE ASSESSMENT (GAA) IF APPLICABLE

Georgia Alternative Assessment – English Language Arts and Mathematics	Points	Report Card Final Averages ELA and Mathematics	Points	Teacher Recommendation	Points
Emerging Progress (Did Not Meet)	4	Less Than 70	4	Yes	4
Established Progress (Proficient)	2	70-79	2	No	0
Extending Progress (Advanced)	0	80-100	0		

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:

- Quarterly benchmark assessments (QBA)
- 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



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- 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 ILT 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 Assessments (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 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.



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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 and literacy classes, RRES 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 3:00PM to 5:00PM. The sessions will focus on literacy for one day of the week for 2 hours and math for 2 hours for the other day in that given week. The sessions will begin at 3:00PM and end at approximately 5:00 PM. The 2 day a week sessions will provide an additional 92 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 RRES'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 Rigdon Road Elementary will communicate with parents the times for drop off at the bus stops. Transportation will be funded using Title I FLP 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 9:00AM and end at 1:00PM for four hours each day. The summer sessions will focus on literacy 2 hours and math for 2 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 RRES's campus and bus transportation will be provided for students. Bus drivers will pick up students from their regular stops and Rigdon Road Elementary 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, paraprofessionals (under direct supervision of highly-qualified teachers), and tutors. Instruction will be conducted in the designated classrooms, on the RRES 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 *Stride Academy* in grades K- 5 for ELA and MATH content areas. All students will also have access to math manipulatives and



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supplemental reading materials. *Stride Academy* will only be used during the FLP by FLP students. *Stride Academy* 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 students to teacher 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 "Class 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 assessed once a month. A progress report will be send home to the parents. A copy will also be given to the Title I Program Specialist and one will remain in the school.
- Students will be monitored as they complete lessons as dictated in the *Stride Academy* 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.
- FLP teachers will scrutinize the student's report card, regular progress reports, and other pertinent assessment data to monitor progress.

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 Rigdon Road Elementary 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.



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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 GaDOE 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 instruction:

Progressive FLP training sessions will take place by October 2016 at various designated FLP schools in Muscogee County School District. The FLP teachers for grades K-5 will receive a total of up to four hours of continued professional development and training on the implementation of the *Stride Academy* program. The training will be conducted by the *Stride Academy* specialists with the assistance of the Title I Program Specialist.

During the FLP training sessions with the *Stride Academy* Specialists, 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



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opportunities for interaction and self-expression, and help build gratifying and impactful relationships.

Rigdon Road Elementary will provide job-embedded professional learning during FLP meetings at the school level. The principal and academic coaches will share research-based instructional strategies from the book, *Better Learning through Structured Teaching* by Douglas Fisher and Nancy Frey to the FLP teachers.

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 Rigdon Road Elementary School understands the K-5 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 math concepts and procedures.

Rigdon Road Elementary School acknowledges the first to fifth 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, Rigdon Road Elementary School will implement the following practices:

- Teachers will write and submit standard-based lesson plans to the principal and the 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 the GSE webinars as presented by the Georgia State Department of Education
- Teachers will attend the district GSE training and be given the opportunity to request additional training if necessary
- FLP observations/visits will be conducted by the Title I Program Specialist to monitor effective and 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.



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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?

Rigdon Road Elementary 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. In an effort to ensure success, the principal, teachers, Title I Program Specialist and the Executive Director of Federal Programs will work aggressively to encourage parents to allow their child/children to participate in the FLP. 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
- Progress Reports/Report Cards
- A composite of scores will be posted 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 will use the Home-School Communicator folder, district Parent Portal, phone calls, and emails to provide two-way communication 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



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- Recognize “good” attendance, not just “perfect” attendance
- Make sure the campus is a place where students feel safe and respected

As RRES 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 brochures
- Public service announcements (local television and radio stations)
- Connect Ed messaging and communication System
- Emails
- Peachjar
- Local community organizations

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 include: Focus Walks Checklist, parent surveys, progress reports, and FLP checklists.

The 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



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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 and instructional programs will also be used to track student progress. Each teacher will be required to maintain progress reports from the common unit assessments and instructional programs 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 which will house all required data and documentation. 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 basis to show progress or lack of progress for all students participating in the FLP.

The FLP Lead Teacher, Title I Program Specialist and principal will conduct unannounced classroom observations, every month, using a classroom observations 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 teachers are required to provide monthly reports on the progress of students in attaining the instructional goals and objectives of the Flexible Learning 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 math and literacy 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



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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 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.

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 documentation that training has occurred. A copy of these records is kept at the 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 measureable outcomes that the intervention is designed to improve?)

GOAL 1: Using the math and ELA results of the spring 2015 administration of the GMAS as a baseline, participating 3rd – 5th grade FLP students, scoring as a Proficient Learner or higher, in math and ELA, will increase by 10 percentage points each year for the next three years on the Georgia Milestones End of Grade Assessment.

GOAL 2: Using the math and ELA results of the spring 2015 administration of the GMAS as a baseline, participating 3rd – 5th grade FLP students will increase math and ELA scores by 10% each year for the next three years on the Georgia Milestones End of Grade Assessment.



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GOAL 3: Decrease the number of FLP students not demonstrating proficiency, in math and ELA, on the Student Learning Objective (SLOs) post assessment by 10 percentage points each year over the next 3 years. (K-2)

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

Georgia Milestones Assessment System (Grades 3-5)

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 Common Core Georgia Performance Standards (GSE). The GMAS replaces the Criterion- Referenced Competency Test (CRCT).

The GMAS is a comprehensive single program, not a series of tests. GMAS is a summative assessment tool. 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 3-5. The Assessment tool also aligns the GSE in the content areas of: End of Grade (EOG) in language arts, mathematics, science, social studies.

Stride Academy assessments and reports (Grades K-5)

Stride Academy – Monthly reports printed from the STRIDE academy software will be used to monitor students’ progress on a monthly basis. STRIDE is an adaptive learning solution that quickly accelerates learning with engaging curriculum aligned to the common core designed to address the depth of knowledge needed for the more challenging learning standards. Stride Academy contains the following: video lessons and customized study guides created by teachers in the field, game-based rewards and incentives that motivate students to stay on task, detailed student progress reports that help instructors assess student needs, and seamless integration between PC, Mac, tablets, and mobile devices.



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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 Coaches, Testing Coordinator, Counselor, and FLP teachers.

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

Stride Academy Assessments Reports Learning Objectives (Grades K-5)

Stride Academy reports will be printed out monthly.

Administration Schedule for Summative Assessment:

Georgia Milestones Assessment System (3-5)

The GMAS Testing Window will be held April 3-28, 2017 in Muscogee County School District for all content areas.

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, the FLP teachers will come equipped with their FLP binders. The binders will 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 through the school year to ensure the students are progressing and meeting the established goal. The FLP Team will meet monthly to monitor student progress towards meeting the goals.



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At the end of the school year, after summative assessments have been administered and all results have been calculated or received from the GaDoe, 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 binder.

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, parents, and students.
- FLP teachers and students will complete the surveys at school.
- The survey will be sent home to parents to complete and return to the school.
- If parents do not return the survey, the FLP teachers will contact 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 FLP teachers 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 GES faculty during faculty meetings and/or during grade level meetings.
- Current STRIDE data will be used by the school to analyze and measure student achievement, and student attendance results. The school will communicate the results to parents. Survey results will be tabulated by the school and used in guiding the program for the next school year.
- 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 and the district Title-I website.



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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 white copy, will go home to the parents; the middle, or pink copy, will remain at the school; and the bottom, or gold 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 program evaluation, effectiveness of the program, and ongoing program improvement(s).

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 updated.
- Stakeholders also have access to school-wide student achievement data, RRES'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, QBA, SLOs, and progress report data. This information will be made



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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.
- The full report will include “lessons learned” during the implementation of the Flexible Learning Program and next steps for program improvement.
- The survey results and the full report will be available on the RRES website. This will be accessible to all stakeholders.
- 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 the RRES website with year to year comparison data.