



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

**Georgia Department of Education**  
**Title I, Part A**  
**FY15 Flexible Learning Program (FLP) Plan**

**Flexible Learning Program (FLP) Template Instructions**

1. Please fill in the required information for each Priority, Focus, or Alert School that will be offering an FLP plan.
2. All components of the Title I, Part A Flexible Learning Program must be addressed and completed.
3. Please attach a PDF copy of the sign-in sheets for the FLP planning committee meetings to the Attachments tab in the Consolidated Application. Please name the file FLP Planning Sign-in Sheets.



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LEA FLP Set-aside: \$ \_\_\_\_\_

Is the set-aside amount five (5) percent of the LEA's Title I, Part A allocation? (Y/N) \$ \_\_\_\_\_

Is the LEA setting aside more than the (5) percent? (Y/N)

If yes, please enter the amount budgeted for additional FLP funding. \$ \_\_\_\_\_

Do equitable services to eligible private school students apply? (Y/N)

Is the LEA providing NCLB CHOICE transportation? (Y/N)

If yes, please enter the amount budgeted for NCLB CHOICE transportation. \$ \_\_\_\_\_

**Note: All Priority Schools must set-aside 10 percent of the school's Title I, Part A allocation for professional learning.**

School Name	School Identification Category	Title I, Part A Status	Title I, Part A School Type
Drop Down List: LEA Schools	Drop Down List: Priority School Focus School Title I Alert School	Drop Down List: Title I School Non-Title I School	Drop Down List: Targeted Assistance Program Schoolwide Program



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# Flexible Learning Program (FLP) Budget Projections for Consolidated Application

5% Required Set-Aside \$ \_\_\_\_\_

Custom Set-Aside for FLP above the Required 5% \$ \_\_\_\_\_

NCLB Choice Transportation \$ \_\_\_\_\_

School Name	Title I, Part A School Allocation	Personnel Costs	Contracted Services Cost	Supplies and Materials Cost	Evaluation Costs	FLP Transportation Costs	Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable)*	Other Expenses
Drop Down List: LEA Schools								

**\*NOTE:** The Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable) are those cost that an LEA will budget from the required minimum 5% set-aside for FLP to provide professional learning for instructional staff in the LEA's FLP. An LEA may create a custom set-aside for this professional learning, or require each Title I school participating in the FLP to use a portion of the school's Title I, Part A allocation to provide this professional learning to the individual school's staff who will be providing instruction in the LEA's FLP program. Priority Schools **will not** utilize the funding from this set-aside to provide professional learning to staff who will be providing instruction in the LEA's FLP program. Priority Schools will **utilize the 10 percent required set-aside of the school's Title I, Part A allocation** to provide this professional learning to the individual school's staff who will be providing instruction in the LEA's FLP program.



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**Priority Schools Required Professional Learning**  
 (This table must be completed for each of the LEA's Priority Schools.)

**All non-SIG Priority Schools must** set-aside 10 percent of **the school's Title I, Part A allocation** for professional learning. Priority Schools **must** utilize the required 10 percent set-aside of the school's Title I, Part A allocation to provide professional learning to staff who will be providing instruction in the Priority School's FLP program. Priority Schools **will not** utilize funding from the Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable).

Name of Priority School	School Allocation	10% required Set-aside of School Allocation	List of Professional Learning Activities for FLP instructors with Estimated Costs that will be charged to the 10% required Set-aside of the School's Title I, Part A Allocation
Drop Down List: LEA Schools			



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**FLP Components**

<b>School:</b>	Drop Down List: LEA Schools
<p>1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:</p> <ul style="list-style-type: none"> <li>• Core content area(s)</li> <li>• Subgroup(s)</li> <li>• Graduation rate(s)</li> </ul> <p>Note: The LEA must identify the measurable performance goals and outcomes to be met.</p>	

2016-2017 Goals	2015-2016	2016 - 2017	2017 - 2018
To increase the percentage of all students who reach proficiency ELA by 10% as measured by the 2016 Georgia Milestones			
• All students	20.3	+10%	+10%
• Hispanic students	22.2	+10%	+10%
• Black students	8.5	+10%	+10%
• White Students	33		
• Students with Disabilities	6.5	+10%	+10%
• EL students – <i>(waiting for final calculations)</i>		+10%	+10%
To increase the percentage of students reading on grade level as measured by the Lexile Scores of the Georgia Milestones by 10% (within or above stretch band level)			
• All students	53%	+10%	+10%
• 3 <sup>rd</sup> Grade	59%	+10%	+10%
• 4 <sup>th</sup> Grade	42%	+10%	+10%
• 5 <sup>th</sup> Grade	57%	+10%	+10%
• Hispanic students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Black students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Students with Disabilities <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• EL students <i>(waiting on school summary report)</i>	+10%	+10%	+10%

To increase the percentage of students performing at proficiency by 25% as measured and in comparison to the BOY(Beginning of the Year) and EOY End of the Year benchmark. The Dibels Assessment is used for the SLOs for K-2 and for Progress Comparison with the FLP. <b><i>(will update this chart as school begins)</i></b>		
	Beginning %	Ending Projection
• All students K-2	50.6	75.6
• Kindergarten (FSF)	45.9	70.9
• 1 <sup>st</sup> Grade (DCS)	55.4	80.4
• 2 <sup>nd</sup> Grade (DCS)	50.6	75.6
• Hispanic students	51.7	76.7
• Black Students	45.2	70.2
• Students with Disabilities	32.8	57.8



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<b>School:</b>	Drop Down List: LEA Schools
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- 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)
  - Subgroup(s)
  - Graduation rate(s)
 Note: The LEA must identify the measurable performance goals and outcomes to be met.

Okapilco was designated a Focus School by the 2014 CCRPI data.

Okapilco's CCRPI is a 80.6, which is an increase of 13.6 points from the 2012 score.

Okapilco will provide a Flexible Learning Plan that will serve all students in Reading.

The history of **Achievement Gap Points** is as follows per core content. There are three points possible for each core content area.

2013		2014		2015	
ELA	1	#ELA	2	ELA	3
Reading	2	#Reading	2	Combined with ELA	**
Mathematics	0	Mathematics	3	Mathematics	3
Science*	0	Science *	1	Science *	3
Social Studies*	0	Social Studies*	1	Social Studies*	3

# - These subjects are combined as of the 2015 Milestones. The two subjects will be considered together for future predictions of need.

\*Science and Social Studies deficits reflect needs in rigor due to the increased rigor. Mandated tests are no longer questions of knowledge and comprehension of Science and Social Studies. The rigor of the Science and the Social Studies tests reflect higher expectations in reading fluency and comprehension, as well as needed vocabulary deciphering strategies, not just learned definitions. (prefixes, suffixes, root word meanings, context clues, etc.)

The data history of **Progress Points** is as follows per core content subject. *(will be updated when 2016 SGPS are calculated)*

Subject	2012 % Mtg Typical or High Growth	2013 % Mtg Typical or High Growth	2014 % Mtg Typical or High Growth	2015 % Mtg Typical or High Growth
CRCT – ELA	68	60	62	69
CRCT – Reading	66	58	59	***
CRCT – Mathematics	60	67	72	82
CRCT – Science	78	72	65	67
CRCT – Social Studies	80	66	76	78



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<b>School:</b>	Drop Down List: LEA Schools
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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)
- Subgroup(s)
- Graduation rate(s)

Note: The LEA must identify the measurable performance goals and outcomes to be met.

	Subgroup met both State and Subgroup Performance Targets		Subgroup met Participation Rate and Subgroup Performance Target but not State Performance Target		Subgroup met the Participation Rate, but did not meet either the State or Subgroup Performance Targets	
	Subgroup met Participation Rate, State Performance Target and Subgroup Performance Target		Subgroup met Participation Rate and State Performance Target but not Subgroup Performance Target			

Subgroup	ELA	Mathematics	Science	Social Studies
Black				
Hispanic				
White				
Economically Disadvantaged				
English Learners				
Students With Disability				

According to our flags, Social Studies is the greatest need; however Social Studies will no longer be tested until the 5<sup>th</sup> grade. Much of Social Studies and Science assessment questions are based in reading comprehension and literacy skills. We will continue to focus on Reading with the I-Ready software.



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<b>School:</b>	Drop Down List: LEA Schools
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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)
  - Subgroup(s)
  - Graduation rate(s)
- Note: The LEA must identify the measurable performance goals and outcomes to be met.

**Students with Disabilities – Meets or Exceeds on CRCT**

Subject/Year	ELA	Reading	Math	Science	Social Studies
2013	50	43	32	46	46
2014	53	53	42	35	35

**English Learners – Meets or Exceeds on CRCT**

Subject/Year	ELA	Reading	Math	Science	Social Studies
2013	90	93	83	87	84
2014	94	97	81	90	87

**All Students – Meets or Exceeds on CRCT**

Subject/Year	ELA	Reading	Math	Science	Social Studies
2013	88	85	79	77	74
2014	86	88	75	71	74





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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.

*Response:*

**FLP Rank Order**

Rank Order 1 – Students in the following subgroups that are not meeting standards as identified by state assessment results: students with disabilities, English Learners, or free/reduced price lunch subgroups; and if funding allows;

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

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

**Retention/Placement**

Students who have NOT been placed or retained = 0 points

Students who have been placed or retained = 1 point

**K-5 – Dibels Next Assessment**

**Grade Level Academic Benchmark Criteria for Grades K-5**

Grade Level	3 points	2 points	1 point
<b>Kindergarten</b>	Well Below Benchmark Students scoring below the cut point for risk on <i>DIBELS</i> Next Assessment	Below Benchmark students scoring below the benchmark goal and at or above the cut point for risk on <i>DIBELS</i> Next Assessment	At or Above Benchmark Students scoring at or above the benchmark goal on <i>DIBELS</i> Next Assessment
<b>First</b>	Well Below Benchmark Students scoring below the cut point for risk on <i>DIBELS</i> Next Assessment	Below Benchmark students scoring below the benchmark goal and at or above the cut point for risk on <i>DIBELS</i> Next Assessment	At or Above Benchmark Students scoring at or above the benchmark goal on <i>DIBELS</i> Next Assessment
<b>Second</b>	Well Below Benchmark Students scoring below the cut point for risk on <i>DIBELS</i> Next Assessment	Below Benchmark students scoring below the benchmark goal and at or above the cut point for risk on <i>DIBELS</i> Next Assessment	At or Above Benchmark Students scoring at or above the benchmark goal on <i>DIBELS</i> Next Assessment
<b>Third</b>	Students scoring Below Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Proficient or greater on the SRI Scholastic Reading Inventory for Comprehension
<b>Fourth</b>	Students scoring Below Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Proficient or greater on the SRI Scholastic Reading Inventory for Comprehension
<b>Fifth</b>	Students scoring Below Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Basic on the SRI Scholastic Reading Inventory for Comprehension	Students scoring Proficient or greater on the SRI Scholastic Reading Inventory for Comprehension



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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.

**Teacher Judgment Criteria for Grades K-5**

<b>Grade Level</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>0 points</b>
<b>Kindergarten</b>	Teacher Recommendation Student is performing Well Below Grade Level in phonological skills (sounds, letter recognition, blends...) Composite Score <13	Teacher Recommendation Student is performing Below Grade Level in phonological skills (sounds, letter recognition, blends...) Comp. Score 13-25	Teacher Recommendation Student is performing on Grade Level or above in phonological skills (sounds, letter recognition, blends...) Composite Score >25	Teacher Does Not Recommend Comp. Score >50
<b>First</b>	Teacher Recommendation Student is performing Well Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency Comp. Score <97	Teacher Recommendation Student is performing Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency Comp. Score 97-112	Teacher Recommendation Student is performing on Grade Level or above in phonological skills (sounds, letter recognition, blends...) or fluency Comp. Score >112	Teacher Does Not Recommend Comp. Score >130
<b>Second</b>	Teacher Recommendation Student is performing Well Below Grade Level Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF <37	Teacher Recommendation Student is performing Below Grade Level Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF 37-51	Teacher Recommendation Student is performing on Grade Level or above Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF >51	Teacher Does Not Recommend DORF >72
<b>Third</b>	Teacher Recommendation Student is performing Well Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF <55	Teacher Recommendation Student is performing Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF 55 - 70	Teacher Recommendation Student is performing on Grade Level or above in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF > 70	Teacher Does Not Recommend DORF > 80
<b>Fourth</b>	Teacher Recommendation	Teacher Recommendation	Teacher Recommendation	Teacher Does Not Recommend



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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.

	Student is performing Well Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF <70	Student is performing Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF 70-89	Student is performing on Grade Level or above in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF >89	DORF >103
<b>Fifth</b>	Teacher Recommendation Student is performing Well Below Grade Level in Fluency and Comprehension DORF <96	Teacher Recommendation Student is performing Below Grade Level in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF 96-110	Teacher Recommendation Student is performing on Grade Level or above in phonological skills (sounds, letter recognition, blends...) or fluency and comprehension DORF > 110	Teacher Does Not Recommend DORF >120

**Academic Progress Criteria for those served in Self-Contained Autism Classes**

<b>Georgia Alternative Assessment Grades 4-5</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Stage of Progress</b>	Students performing at the Emerging Stage of Progress in English Language Arts	Students performing at the Established Stage of Progress in English Language Arts	Students performing at the Extending Stage of Progress in English Language Arts

**Teacher Judgment for Students in Self-Contained Autism Classes**

<b>Georgia Alternative Assessment Grades 4-5</b>	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>
<b>Stage of Progress</b>	Teacher Recommendation Students' sensory and social needs to NOT prevent student from participating in the FLP session.	Teacher Recommendation Students' sensory and social needs prevent student from participating in the FLP session, but within the self-contained classroom.	Teacher Recommendation Students' sensory and social needs prevent the student from participating in the FLP program.

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.

Students will be using IReady Reading, which is a program used to individualize student instruction.

This is accomplished by an Adaptive Diagnostic that leads to tailored lessons that feature the following research based strategies:

- Explicit Instruction
- Immediate Feedback
- Frequent Interactivity
- Gradual Release of Responsibility

Across grades K-2, students who spent at least 45 minutes per week on Instruction **grew 17% to 39% more** than students who did not spend at least 45 minutes.

□ At grades 3-5, students who spent at least 45 minutes per week on Instruction **grew 22% to 88% more**.

□ And, in grades 6-8, the differences were even more dramatic: those students who spent at least 45 minutes per week on Instruction **grew more than twice as much as those who didn't**.

As Carol Anne Tomlinson (1995) describes, teaching begins where students are, not at the front of a curriculum guide. Today's students need individual support to meet grade-level requirements. '

The online instructional modules in i-Ready Instruction provide explicit instruction in skills, based on the results of students' assessments. The instructional modules appeal to different learning styles as well as to different learning abilities. Instruction comes to life and is presented in a fun, exciting environment.

### *The Research*

- Learning is best achieved by adjusting the curriculum and presentation of information to learners rather than expecting learners to adjust themselves to the curriculum (Hall, 2002; Tomlinson, 1995; Tomlinson, 1999).
- "By allowing options that accommodate different thinking patterns, teachers help all students not only achieve planned learning goals but also own these goals in a way that's all theirs" (Carolan & Guinn, 2007).
- Progress monitoring should produce a clear profile of students' strengths, weaknesses, and needs, and be linked to targeted follow-up instruction and intervention (Carnegie Council on Advancing Adolescent Literacy, 2010; National Joint Committee on Learning Disabilities, 2008).
- Assessment data should track student growth, identify students who are not demonstrating adequate progress and need more intensive intervention, and determine the efficacy of instructional programs (National Center on Response to Intervention, 2010).
- Effective differentiated instruction engages in continuous progress monitoring and translates the results generated from these assessments into effective reading instruction (Foorman & Moats, 2004).
- During the development of all passages within the Diagnostic, the recommendations from the Common Core State Standards that readability be evaluated both quantitatively and qualitatively were followed. Lexile and Flesch-Kincaid (F/K) are the quantitative tools used, which provide scores based primarily on the length of syllables, words, and sentences in a text. The Lexile Range scores from MetaMetrics as well as the Flesch-Kincaid tool in Word were used to focus in on proper readability levels. In addition, using a qualitative approach, content experts reviewed all i-Ready reading passages for the qualitative measures that contribute to text complexity. All items went through extensive field testing to confirm appropriate grade placement, and passages were reviewed by subject matter experts for their appropriateness for Reader and Task complexity.



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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?

Okapilco is a Title 1 school; therefore, our regular Title I program encompasses the instructional day. The FLP program will be offered during an activity period that does not interrupt, nor take away from regular instruction. Okapilco will start the FLP program beginning on August 8, 2016 and will continue through May 24, 2017.

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

**ALL Students will attend the FLP class** on a **parallel schedule** utilizing a thirty laptop mobile lab. Students already attend four days of activities including, 2 PE days, 1 music day, and 1 Computer Lab day. The FLP schedule will allow all students to attend the supplemental intervention as a 5th activity that will not interfere or disrupt regular classroom instruction nor SPED/EL schedules. Before the FLP plan was implemented, the students simply stayed in their classroom and did not have an activity for the day other than completing missed assignments or taking part in an Art project which was directed by a paraprofessional.

During each FLP session, students will be working on their individualized plans established by the IReady Reading Benchmark Assessment. As students work through Individual Learning Plans, the teacher will monitor students' progress and determine which students are making adequate progress, which students are rushing through assignments, and which students need to repeat a standard or skill. Data provided by the IReady Reading reports allow the FLP teacher to access this information quickly and to notify teachers if more intensive interventions are needed during the Differentiated Reading Segment. The FLP teacher will begin by helping the students set up their individual computers and then will begin monitoring progress as students work through their individualized instruction.

The largest class at Okapilco is 28 students, while most are 25 and below. Student ratio can be 28:1 or 28:2 depending on the schedule below. In order to provide all students with supplemental instruction and a parallel time, it was necessary to divide staff resources due to funding. Two 49% retired teachers make up the FLP staff.

The program has already begun with the following schedule using 2 staff members.

Monday – ½ day – staff member serves this day biweekly. FLP teachers rotate each week.

Tuesday – All Day – both staff members work the entire day together

Wednesday – All Day – both staff members work the entire day together

Thursday – None

Friday – All day – staff member serves this day biweekly. FLP teachers rotate each week. Person working the ½ day on Monday does not work on Friday.

**Progress Monitoring** – Data is collected from all students after taking the first diagnostic in the IReady Reading Program. Based on the results, students are automatically placed into student instruction customized to their placement levels. The FLP teacher and administration will be able to pull school, class, and individual student reports. Using the afternoon planning time, the FLP staff will meet with each grade level to discuss and share reports, especially when more intensive interventions may be necessary within the classroom differentiated reading segment.



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	Gr.	Rotation	Monday	Tuesday	Wednesday	Thursday	Friday
TBD	K	9:00-9:50	PE	Music	Lab	PE	IReady Reading
Hewett	K	9:00-9:50	PE	IReady Reading	Music	PE	Lab
Richardson	K	9:00-9:50	IReady Reading	PE	Music	Lab	PE
Tomlinson	K	9:00-9:50	Lab	PE	IReady Reading	Music	PE
Boyd	1 <sup>st</sup>	10:00-10:50	PE	Music	Lab	PE	IReady Reading
Cox	1 <sup>st</sup>	10:00-10:50	PE	IReady Reading	Music	PE	Lab
Watson	1 <sup>st</sup>	10:00-10:50	IReady Reading	PE	Music	Lab	PE
Wilkes	1 <sup>st</sup>	10:00-10:50	Lab	PE	IReady Reading	Music	PE
Jenkins	2 <sup>nd</sup>	8:00-8:50	PE	Music	IReady Reading	PE	Lab
Kent	2 <sup>nd</sup>	8:00-8:50	PE	Lab	Music	PE	IReady Reading
Smith, Ann	2 <sup>nd</sup>	8:00-8:50	Lab	PE	Lab	Music	PE
Stone	3 <sup>rd</sup>	10:50 – 11:40	PE	Music	Lab	PE	IReady Reading
Thompson	3 <sup>rd</sup>	10:50 – 11:40	Lab	PE	IReady Reading	Music	PE
Thompson	3 <sup>rd</sup>	10:50 – 11:40	PE	IReady Reading	Music	PE	Lab
Chambers	4 <sup>th</sup>	12:40 – 1:30	PE	Music	Lab	PE	IReady Reading
DeKalb	4 <sup>th</sup>	12:40 – 1:30	Lab	PE	IReady Reading	Music	PE
Sellers	4 <sup>th</sup>	12:40 – 1:30	PE	IReady Reading	Music	PE	Lab
Beck	5 <sup>th</sup>	1:40-2:30	PE	Music	Lab	PE	IReady Reading
Hagin	5 <sup>th</sup>	1:40-2:30	PE	IReady Reading	Music	PE	Lab
Yates	5 <sup>th</sup>	1:40-2:30	Lab	PE	IReady Reading	Music	PE



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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

*Response:*

- Professional Learning will be provided by Curriculum Associates of Georgia through online modules that make the IReady Reading program easily accessible and teacher friendly. The FLP staff will participate in the quick-tour overviews and the in-depth training videos to learn the best ways to implement the program. The staff will also take part in the CA101 which is an online e-training that gives you all the information you need to use IReady Reading most effectively.
- The Okapilco FLP staff will also complete 2 days for Professional Learning with an instructor from IREADY services. They will review the components of IREADY, updates, and review needs, problems, etc. on a school level basis with Okapilco's FLP staff. They will also review running and sharing reports.

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

*Response:* To ensure that the instructional goals are met, the following procedures will be followed:

1. A parallel schedule will be created to ensure that students are receiving supplemental instruction that does not interrupt academic time nor SWD or EL services.
2. Work time for FLP personnel will allow scheduled times for meeting with each grade level regarding student performance and progress.
3. FLP contracted staff will be qualified individuals who are capable of classroom management, modeling appropriate behaviors with technology, and following a designed plan and software format. Our FLP staff consists of two highly qualified retired teachers.
4. A supplemental individualized instructional tool that is aligned with Common Core Standards will be the instruction used during the FLP program. IReady meets these requirements.
5. Informal walkthroughs will be carried out in order to provide evidence that the FLP program is following the written plan with fidelity.
6. School and class reports regarding progress monitoring will be discussed with the administration during monthly meetings.
7. Parent meetings will be held to provide benchmark results, progress monitoring results and valid evidence regarding a student's response to intervention and/or performance on grade level standards.

To ensure fidelity of the program, the following will occur:

1. FLP personnel will keep a data notebook where records such as student attendance, academic notes, progress monitoring, and parent conference reports are kept.
2. FLP personnel will meet with the principal to review this information at least quarterly, but may be done monthly or weekly based on the needs of the students and the program.
3. Administration and Instructional Support Staff will conduct informal walkthroughs while the program is in progress. Feedback will be given in follow-up conferences. Professional Learning Plans will be assigned by the administrator if needed. Walkthroughs will occur twice per month.
4. FLP personnel will meet with each grade level to share information regarding student performance in IReady Reading.





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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?

*Response:* Attendance will be maximized since FLP services will be provided during the day through a parallel program to **ALL** students.

The FLP teachers will send home a parent letter explaining the importance of the FLP and providing a detailed description of the IReady Reading program. The FLP teachers will also meet with parents throughout the school year to discuss their student's progress within the IReady Reading program and where they are currently functioning. The FLP teachers will be able to provide parents with an individualized student report to show areas for improvement and where they are currently performing within their grade level requirements. The first meetings regarding FLP and the beginning of the year benchmark will be completed by December 15, 2016. The second set of meetings will be completed by May 24, 2017.

The FLP teachers take attendance every day from each class they serve. The classroom teachers and the school social worker follows up on attendance issues as designated by the system-wide handbook.

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.

*Response:*

The LEA (School Principal and Federal Programs Director will work with the FLP staff to monitor the program, using these procedures:

- Regular communication with FLP staff
- Informal Walkthroughs will be conducted while the program is in progress by the Principal, Assistant Principal, Academic Coach, or the Federal Programs Director.
- Monthly meetings will either be conducted by the Federal Programs or the Administration with one or more of the FLP staff to discuss both school and class reports. Individual reports will be shared when necessary. FLP staff will report on communication with parents via reports, parent letters, or parent conferences.
- All expenditures are accounted for and kept on file in the Federal Programs Office.

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.

*Response:* To promote efficiency and assure the fidelity of the implementation of the FLP program, and to safeguard assets and/or avoid fraud, waste and abuse, the LEA will have a schedule and a time sheet for each person contracted to help implement the plan. Administration or the Federal Programs Director will conduct monthly walkthroughs. Feedback will be given to the principal who will be responsible for any corrective action necessary. A copy of the corrective action will be sent to the Federal Programs Office to be kept on file.

All purchases are first presented to the principal for approval by FLP teachers. Once the principal has approved the purchase request, in line with the budget and requirements, the request is then forwarded to the Office of Federal Programs. The Title 1 Director signs off on all purchases made regarding the FLP



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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.

implementation. ALL FLP staff members are trained for the elements of Fraud, Waste, and Abuse by the Human Resources Department through the Code of Ethics training. The principal will provide the Flexible Learning Staff with a copy of handouts and presentations regarding Fraud, Waste, and Abuse received from the state Title 1 office. Copies will be held in the Title I office and will be accessible through the Title I secretary.

All purchased equipment for the FLP plan will become a part of the Okapilco's Comprehensive Inventory kept by Destiny Software and compiled by the Media Specialist. This inventory is checked by the Office of Federal Programs. Disposition of any Title 1 equipment goes through the procedures listed in the Colquitt County Federal Programs handbook and is signed off by the Federal Programs Director.

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:



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**Response:**

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?)

2016-2017 Goals	2015-2016	2016 - 2017	2017 - 2018
To increase the percentage of all students who reach proficiency ELA by 10% as measured by the 2016 Georgia Milestones			
• All students	20.3	+10%	+10%
• Hispanic students	22.2	+10%	+10%
• Black students	8.5	+10%	+10%
• White Students	33		
• Students with Disabilities	6.5	+10%	+10%
• EL students – <i>(waiting for final calculations)</i>		+10%	+10%
To increase the percentage of students reading on grade level as measured by the Lexile Scores of the Georgia Milestones by 10% (within or above stretch band level)			
• All students	53%	+10%	+10%
• 3 <sup>rd</sup> Grade	59%	+10%	+10%
• 4 <sup>th</sup> Grade	42%	+10%	+10%
• 5 <sup>th</sup> Grade	57%	+10%	+10%
• Hispanic students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Black students <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• Students with Disabilities <i>(waiting on school summary report)</i>	+10%	+10%	+10%
• EL students <i>(waiting on school summary report)</i>	+10%	+10%	+10%

To increase the percentage of students performing at proficiency by 25% as measured and in comparison to the BOY(Beginning of the Year) and EOY End of the Year benchmark. The Dibels Assessment is used for the SLOs for K-2 and for Progress Comparison with the FLP. ***(will update this chart as school begins)***

	Beginning %	Ending Projection	
• All students K-2	50.6	75.6	
• Kindergarten (FSF)	45.9	70.9	
• 1 <sup>st</sup> Grade (DCS)	55.4	80.4	
• 2 <sup>nd</sup> Grade (DCS)	50.6	75.6	
• Hispanic students	51.7	76.7	
• Black Students	45.2	70.2	
• Students with Disabilities	32.8	57.8	

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

- The ultimate assessment for grades 3-5 is the Georgia Milestones based on Georgia Standards of Excellence.. For the 2014 – 2015 school year, the Georgia Milestones will be given April 17 – 28, 2016. Cut scores for the Georgia Milestones are in the process of calculation for the 14-15 assessment and the 15-16 school year. The Georgia Milestones also compiles benchmark data for Lexile Scores. The DIBELS Next Final Benchmark will be used in comparison to the Milestones Lexile Calculation. We will also compare the I READY Beginning of the Year benchmarks with the EOY benchmarks.

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?*)

IReady Reading assessments are administrated online, so that all data is collected and stored within the system for secure



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access. IReady Reading assessment data is stored in a 128bit AES encrypted format. For additional security, each LEA/district data is stored in a separate schema and accessible only through their specific dedicated site.

2016 – 2017 Time Line for Flexible Learning Plan Assessments

- September 9, 2016 – IReady Reading Screener for All students completed
- August 2016 County Window – Dibels NEXT screener for ALL students
- December/January 2016-2017 County Window – Dibels NEXT screener for all students
- Beginning December/January – 2<sup>nd</sup> IReady Reading Screener completed
- April/May 2017 County Window – Dibels NEXT screener
- April 2017 – Georgia Milestones for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades
- Beginning April 2017 – Final IReady Reading Screener

**Regarding the confidentiality of student assessment information:**

1. ALL staff are required to review, ask questions, and sign off on their understanding of the Georgia Professional Standards Code of Ethics
  2. IReady Reading Data is available only to the FLP staff and the child's assigned teacher or those directly involved with his academic performance.
  3. All assessment data is kept in the principal's office until the teachers are given copies of Milestones Class Reports.
  4. Individual Milestones assessment data is shared with the individual student and parents of the student.
  5. All assessment data via computer referenced databases is made available only to the teacher of record or staff directly involved with the student's academic performance.
  6. Permanent Records are stored in a fire proof lockable cabinet, while the school's alarm is armed from 8 P.M. until the opening hours the next day.
  7. All teachers coming on campus after hours are required to submit their passcode and are only allowed in their assigned zone.
  8. Accountability Measures – 1. Central Office to the Principal or his designated personnel must sign out hard copies of assessment data. 2. Assessment Data is stored in the principal's office until distributed to pertinent staff members. 3. All staff members are required to operate under the Professional Standards Code of Ethics regarding ANY student information. 4. All teachers have lockable files within their classrooms.
- 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?*)

The intent is to meet the goals of making sure students measurable goals are met of increasing student achievement on the Georgia Milestones. The school will use data from benchmark screeners for individual, class wide and school growth models to keep the students moving forward. Also teachers will use the results of classroom assessments, universal screeners (iReady Reading, Dibels) and standards-based report cards K-2) to increase the students ability to achieve the desired goal on the Georgia Milestones. To further analyze the program effectiveness, FLP personnel, the school leadership team and the Local School Governance Team will review reports comparing the first I READY benchmark with the last I-Ready Benchmark for Reading.

- E. Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback.
- Okapilco School will provide a survey for parents, FLP teachers, K-5 teachers and students. These surveys will include Agree/Neutral/Disagree responses along with appropriate questions for feedback, comments and suggestions. All stakeholders will have the opportunity to complete the surveys online. Parents may complete a survey at their last parent/FLP teacher meeting. Those who do not participate in the parent/FLP teacher meeting will be given the online address for the survey in a home letter. The school will provide a paper copy of the survey if needed. FLP teachers and K-5 teachers will complete the survey online. Students will complete their surveys online during an FLP session. FLP personnel and the Okapilco Leadership Team will analyze the data based on agree, neutral, and disagree responses. The data will be collected from the online survey and tallied from the paper survey. Once the surveys are collected and analyzed, by the FLP personnel and the leadership team, the results will be published and presented in graph format to the LEA, Intervention Specialist, and those involved in the program based on agreement, neutrality, and disagreement of the standard opinions of the program. The results will also share any feedback comments that are common to specific components of the plan, such as, curriculum, parallel timeline, teachers, assessment...) In addition, the data will be



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included in the program evaluation report. For parents, the results will be reported in a parent newsletter, on the school website and sent to the Coordinator of School/Community Relations Office.

- F. Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals.
- IReady Reading reports allow each stakeholder (administrators, principals, teachers, and parents) easy access to the data they need to monitor student progress and adjust instruction to reach their goals. IReady Reading reports are built to be ACTIONABLE – giving current information in an easy-to-read, graphical format. These reports are easy to schedule and will be distributed weekly for teachers, monthly for administrators, and bi-weekly for parents.
  - Parent Meetings/Class Conferences will be scheduled after the first benchmark screener in order to explain the information that will be sent home in the individual student reports. After this meeting, the FLP staff will schedule individual parent and/or class conferences to better explain where each student is performing..
  - Parent conferences may also be scheduled throughout the year based on the 2<sup>nd</sup> and 3<sup>rd</sup> screening information.
  - In the spring 2015 after the final screener, all parents will be asked to attend a final conference to review their child's annual data. These conferences, based on student/parent need may be individualized, held as a class, or small group. This is to ensure that all parents have access to the information because scheduling 450 individual conferences times 2 would require more FLP staff than is needed to run the program. Parent surveys will be administered during these times.
- 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).

The principal will inform stakeholders through various methods. The principal will inform stakeholders about the attendance and participation rate of the students in the program. Once the results of the Georgia Milestones are received the principal along with the teachers will analyze the results to see if the goals were met. The FLP personnel will create a narrative report to share the results of the program with the school district through the Federal Programs Director and all other stakeholders. Results will be available upon request from the school and school district and will be posted on the school website and shared with the Coordinator of School/Community Relations.

An end of the year narrative report will be written and submitted by Theo Sinqufield and Candi Allyn, FLP teachers, in collaboration with the Okapilco Leadership Team during May 2017. Final completion and distribution should take place on or before June 1, 2017. The narrative report will be compiled using the following topics.

- Explanation and history of FLP and I Ready Reading Program
  - Eligibility
  - Parallel Schedule
  - Teachers and intervention strategies other than I Ready Reading
  - Information regarding I Ready Reading
- Goals of 2016 - 2017 met or not
- In order to determine the effectiveness of the FLP program, the following will be published in the narrative report
  - Comparison of the following testing data to determine the effectiveness of the program (goal accomplished vs. growth in achievement)
    - I Ready Reading (improvement) regarding universal screeners given to each student.
    - Dibels Scores – Beginning score compared to the end of the year score
    - 2016 Georgia Milestones data compared to the 2017 Georgia Milestones Data (if available from the state at the time of the report)
  - The narrative report will include lessons learned from the FLP program and plans for ongoing improvement in the FLP program based upon survey results, score comparison, timeline, rollout, and goal achievement.
  - Survey Results – regarding effectiveness of the program and suggestion of changes or improvements
    - Surveys will be offered both electronically (Survey Monkey) and paper-pencil at the end of the year conferences.
      - Teacher (classroom teacher) survey results
      - FLP teacher survey results
      - Leadership Team survey results
      - Parent survey results



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- Student survey results
- Narrative results will be shared with or by the following methods
  - Placed on Okapilco School Webpage
  - Placed on the Colquitt County Webpage
  - Copy sent home to all parents
  - Copy forwarded to the following
    - All Okapilco staff members
    - Okapilco School Council Members
    - James Harrell, Federal Programs Director
    - Dr. Samuel DePaul, Superintendent's
    - Lou Ann Lardy, School/Community Communications
    - Submitted to Dana Newsome for Board of Education members