



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

Georgia Department of Education
Title I, Part A
FY13 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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 FY13 Flexible Learning Program (FLP) Plan**

LEA FLP Set-aside: \$ 34,427

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

Is the LEA setting aside more than the (5) percent? (Y/N) No

If yes, please enter the amount budgeted for additional FLP funding. \$ 0

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

Is the LEA providing NCLB CHOICE transportation? (Y/N) No

If yes, please enter the amount budgeted for NCLB CHOICE transportation. \$ 0

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 \$ 34,427

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

NCLB Choice Transportation \$ 0

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	87,162	26,000	0	6,438	0	9,383.00	6,000	3,989

***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

School:	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"> • Core content area(s) • Subgroup(s) • Graduation rate(s) <p>Note: The LEA must identify the measurable performance goals and outcomes to be met.</p>	
<p><i>Response:</i></p> <p>Social studies, science and mathematics are the areas of focus for the intervention outlined in the Flexible Learning Plan. Seminole County Middle High School’s Spring 2015 Georgia Milestones EOG/EOC data is currently unavailable. Previous 2014 test data indicates social studies, science and mathematics as areas with the greatest need throughout the Middle High School, which is consistent with students overall performance during the school year. This data is being used since 2015 data is not available. This data below reflects the percentages of students not meeting proficiency on the Spring 2014 CRCT and 2014 EOCT. The data reflect significant gaps between the “SWD” subgroup and the “White subgroup. The goal of the FLP intervention is to increase the percentage of students who meet and exceed proficiency on the Spring 2015 Georgia Milestones EOC and Georgia Milestones EOG, thus lowering the percentages of students scoring in the “Did Not Meet” proficiency. See the summary below for the percentage of “All” students in all content areas who “Did Not Meet” proficiency.</p> <ul style="list-style-type: none"> • CRCT – Spring 2014 Reading – 7% • CRCT – Spring 2014 English – 10% • CRCT – Spring 2014 Math – 18 • CRCT – Spring 2014 Science –28% • CRCT – Spring 2014 Social Studies – 31% <p>The Spring 2014 CRCT Achievement Gaps Between Highest and Lowest Subgroups are:</p>	



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School:	Drop Down List: LEA Schools
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<p><u>Social Studies</u></p> <p>SWD — 71% Did Not Meet White - 18% Did Not Meet GAP – 53%</p> <p><u>Science</u></p> <p>SWD — 75 Did Not Meet White - 10% Did Not Meet GAP – 65%</p> <p><u>Reading</u></p> <p>SWD - 47% Did Not Meet White - 4% Did Not Meet GAP - 43%</p> <p><u>Math</u></p> <p>SWD - 71% Did Not Meet White - 12% Did Not Meet GAP - 59%</p> <p><u>Language Arts</u></p>	



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<p>SWD — 48% Did Not Meet White — 5% Did Not Meet GAP - 43%</p> <p>2014 EOCT Data</p> <p><u>American Literature</u> SWD – 25% Did Not Meet White – 3% Did Not Meet GAP – 22%</p> <p><u>Biology</u> SWD – 88% Did Not Meet White – 14% Did Not Meet GAP – 74%</p> <p><u>Coordinate Algebra</u> SWD – 100% Did Not Meet White – 42% Did Not Meet GAP – 58%</p> <p><u>Economics</u> SWD – 50% Did Not Meet</p>	



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<p>White – 8% Did Not Meet</p> <p><u>Analytical Geometry</u></p> <p>SWD – 100% Did Not Meet</p> <p>White - 57% Did Not Meet</p> <p>GAP – 43%</p> <p><u>9th Grade Literature and Composition</u></p> <p>SWD - 50% Did Not Meet</p> <p>White – 5% Did Not Meet</p> <p>GAP – 45%</p> <p><u>Physical Science</u></p> <p>SWD – 43% Did Not Meet</p> <p>White – 33% Did Not Meet</p> <p>GAP – 10%</p> <p><u>U. S. History</u></p> <p>SWD – 27% Did Not Meet</p>	



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<p>White – 9% Did Not Meet GAP – 18%</p> <p>Graduation Rate:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 20%;">2011-2012</th> <th style="width: 20%;">2012-2013</th> <th style="width: 20%;">2013-2014</th> <th style="width: 20%;">2014-2015</th> <th style="width: 5%;">2015-</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>72</td> <td>77.9%</td> <td>85.7%</td> <td>86.%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td>87%</td> </tr> </tbody> </table> <p>Our goal is to increase the graduation rate each year over a three year period to 78.3%.</p> <p>The performance goal/outcome is for all students served by the FLP to increase their performance as measured by the Spring 2015 Georgia Milestones EOG and EOC.</p> <p>At Seminole County Middle High School, Students with Disabilities (SWD) subgroup is the lowest performing subgroup, and the White subgroup is the highest performing subgroup identified at Seminole Middle High School. Data from the Spring 2014 CRCT and EOCT reflect scores by these subgroups indicating the percentages that did not meet proficiency. As a result of students’ participation in the Flexible Learning Program, the following measurable performance goals/outcomes for the Spring 2015 Georgia Milestones EOG and EOC.</p> <ul style="list-style-type: none"> • By spring 2016, the percent of FLP students who “Meet” or “Exceed” standards in social studies grades 6-8 will increase by 4 points as measured by the Social Studies Georgia Milestones spring administration. • By spring 2016, the percent of FLP students who “Meet” or “Exceed” standards in science grades 			2011-2012	2012-2013	2013-2014	2014-2015	2015-	2016	72	77.9%	85.7%	86.%							87%
	2011-2012	2012-2013	2013-2014	2014-2015	2015-														
2016	72	77.9%	85.7%	86.%															
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<p>6-8 will increase by 4 points as measured by the Science Georgia Milestones spring administration.</p> <ul style="list-style-type: none"> • By spring 2016, the percent of FLP students who "Meet" or "Exceed" standards in science grades 9-12 will increase by 4 points as measured by the Science Georgia Milestones spring administration. <p>These goals are based on yearly increments of 4% increase in social studies and science, respectively, from 2013 to 2015, based on Seminole Middle High School being designated as a Focus School for three years.</p> <p>Based on 2012 baseline scores, a 4% decrease in DNM is projected over the three year period.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Science</td> <td>27%</td> <td>23%</td> <td>19%</td> <td>15%</td> <td>19%</td> </tr> <tr> <td>Social Studies</td> <td>37%</td> <td>33%</td> <td>29%</td> <td>25%</td> <td>29%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Subject</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>Coordinate Algebra</td> <td></td> <td>32%</td> <td>40%</td> <td>44%</td> <td>48%</td> </tr> <tr> <td>Analytical Geometry</td> <td></td> <td></td> <td>42%</td> <td>46%</td> <td>50%</td> </tr> </tbody> </table> <p>The Seminole County Middle High School FLP plan indicates that science and social studies is offered in grades 6-8 and math is offered in grades 9-12. Our plan does not include science for grades 9-12.</p>		Subject	2012	2013	2014	2015	2016	Science	27%	23%	19%	15%	19%	Social Studies	37%	33%	29%	25%	29%	Subject	2012	2013	2014	2015	2016	Coordinate Algebra		32%	40%	44%	48%	Analytical Geometry			42%	46%	50%
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<p>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.</p>
<p><i>Response:</i></p>



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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.

Seminole County Middle High School is the only middle high school in the system designated as a Focus School.

For the content areas of Social Studies, Science and Mathematics a weighted rubric will be used to rank order students in grades 6-12. Rank order will be used to group students into Three Tiers giving all students an equal opportunity to be served. All students in the school population will be ranked and students with the maximum number of points will be served first. The multiple educationally related selection criteria for participation in the Flexible Learning Plan will be based on the following:

- Achievement level on Georgia Milestones EOG (Social Studies, Science)

- Achievement level on Georgia Milestones EOC (Mathematics)
- CRCT-M
- GAA
- Prior Retention status
- Teacher Recommendation (GAA)
- Remediation
- End of year course grade for Spring 2015 for social studies/science (Middle) and math (High)

In order to rank order the priority list of students, the following rubric will be utilized:

Grades 6-8

- ***Achievement level on Social Studies CRCT test:***
 - Scores of 789 and below = 2 points
 - Scores of 790 – 799 = 1 point
 - Scores of 800 and above = 0 points



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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.

- ***Achievement level on Science CRCT test:***
 - Scores of 789 and below = 2 points
 - Scores of 790 – 799 = 1 point
 - Scores of 800 and above = 0 points

End of year course grade: Science/Social Studies

- Grades of 69 and below = 15 points
- Grades of 70 to 74 = 10 points
- Grades of 75 to 79 = 5 points
- Grades of 80 to 89 = 2 points
- Grades 90 to 100 = 0 points

CRCT – M

- Scores of 300 and below = 2 points
- Scores from 301 – 349 = 1 point
- Scores of 350 and above = 0 points

GAA

- Emerging Progress (Basic/Does Not Meet) = 2 points
- Established Progress (Proficient/Meets) = 1 point
- Extending Progress (Advanced/Exceeds)= 0 points

Retention status: yes = 1 point; no = 0 points

Teacher Recommendation = 1 pt.



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.

Grades 9-12

- **Achievement level on
Mathematics Analytical
Geometry or Coordinate Algebra
EOCT test:**
 - Grades of 69 and below =
15 points
 - Grades of 70 to 74 = 10
points
 - Grades of 75 to 79 = 5
points
 - Grades of 80 to 89 = 2
points
 - Grades 90 to 100 = 0 points

CRCT – M

- Scores of 300 and below = 2 points
- Scores from 301 – 349 = 1 point
- Scores of 350 and above = 0 points

GAA

- Emerging Progress (Basic/Does Not



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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.

Meet) = 2 points

- Established Progress
(Proficient/Meets) = 1 point
- Extending Progress
(Advanced/Exceeds)= 0 points
- **Teacher Recommendation** = 1 pt.
- **Retention status:** yes = 1 point; no = 0 points
- **Remediation:** yes = 1 point; no = 0 points

***The selection criteria will allow students with the greatest need the first opportunity to participate in the Flexible Learning Plan Program.

FLP Rank Order I: Students in the following subgroups that are not meeting standards as identified by the assessment results: Students with disabilities, English Learners, or free and reduced price lunch subgroups; and, if funding levels allow.

FLP Rank Order II: All other students that are not meeting standards, as identified by State assessment results; and, if funding levels allow.

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



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



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Response:

Study Island, a research-based instructional program, will be used during FLP interventions by Seminole County Middle High School for grades 6-12 during the 2015-2016 school year. This program will be used to supplement individualized instructions for students who will participate in FLP services. It is designed to engage students in targeted skill relevant instructions that will supplement learning beyond meeting academic goals in the regular setting.

Study Island is a web-based program that combines rigorous content that is customized to specific state standards/skills in math, reading, science, social studies, and writing. It is specifically designed to improve performance in all skill areas tested on the Georgia Milestones Assessments, as well as master knowledge and skills outlined by the Common Core Standards (CCS) and Georgia Performance Standards (GPS). Diagnostic, formative and summative results will be provided to teachers, students, parents, and administrators. Study Island also allows for an assessment feedback loop, which reinforces learning through practice, motivates students, and supports mastery. It creates an interactive and flexible instructional platform based on the students' individual needs, which allows teachers to address specific weaknesses a student might have. Study Island customizes instruction automatically for each student, providing students with the opportunity to practice the skills necessary to succeed with the task. The difficulty level of the instructional practice can be adjusted, by either increasing the number of questions to achieve a proficient rating or by restricting users to material congruent with their skills, which provides differentiation specific to students' needs. (Tomlinson & Allan 2000).

The Study Island science, social studies and mathematics instructional programs components will be used with students being served during FLP interventions as a supplemental program to reinforce skill development and assess skill mastery. In addition to Study Island, FLP teachers will incorporate additional supplementary instructional activities/resources based on students' test data from the previous year and current academic performance. These activities will be aligned to the GPS and CCGPS and will address vocabulary and other skill deficits for students who participate in the FLP program. Study Island will be used as a supplement in addition to other instructional activities and resources that will be incorporated into the remediation for FLP participants.



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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?



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Response:

For students in grades 6-8, Seminole County Middle High School will provide FLP interventions after-school two days a week on Mondays and Wednesdays. The time of the interventions will be from 3:20 – 4:20. Also, the weeks of October 12-16, 2015 and April 18-22, 2016 from 8:00- 12:00, students will also have the opportunity to attend a week long FLP intervention. Transportation will be provided to transport students to and from school during the after-school and the week long interventions during fall/spring break. FLP services will be provided in science and social studies for students in grades 6th, 7th, and 8th grade. The teacher pupil ration will be 1:10 but may be adjusted based on the number of participants and the number of certified teachers to provide the remediation. The low/teacher ratio of 10:1 will provide opportunities for one-on-one conferencing/feedback and support to students, along with small group remediation/acceleration and instructional activities. A total of seven teachers will provide the FLP services for students, which includes one special education teacher who will be included to provide support for Students with Disabilities who are eligible and participate in the FLP program. Students will be selected from a rank order list that is prioritized based on students who have the greatest need to the least need. FLP interventions will begin September 30, 2015 and end May 7, 2016, which is after the Georgia Milestones EOG has been administered. Mobile and/or Stationary computer labs will be used that have the capacity to serve up to 25 students per lab The Study Island social studies and science software programs will be used as a supplement to the social studies and science skills that will be taught to students who are participating in FLP. On the first day of FLP intervention services students will be given the Study Island diagnostic Pretest. The Study Island Posttest will be given prior to students exiting the program to assess the level of mastery of the skills taught. A variety of diagnostic, formative and summative data results will be collected during the remediation of each student, which will be collected, analyzed and filed for documentation. Each student will have a file containing assessment data. This data will be utilized weekly to aid in progress monitoring and further differentiated instructions meet student's needs.

Grades 9-12: Seminole County High School will provide FLP interventions two days a week on Mondays and Wednesdays after school from 3:20 – 4:20 targeting math skills. Then, the week of October 12-16, 2015/ April 18-22, 2016 from 8:00 12:00 students in grades 9-12 will have the opportunity to attend a week long FLP intervention. The teacher/pupil ratio will be 12:1. A total of three teachers will provide the remediation, which includes a special education teacher. Transportation will be provided to transport students to and from school during this week long intervention during fall/spring break. Intervention services for students will begin September 30, 2015 and end on May 5, 2016. FLP interventions will continue after the Georgia Milestones EOC has been administered. A variety of diagnostic, formative and summative data results will be collected during the remediation of each student, which will be collected, analyzed and filed for documentation. On the first day of FLP intervention services students will be given the Study Island diagnostic Pretest. The Study Island Posttest will be given prior to students exiting the program to assess the level of mastery of the skills taught. Each student will have a file containing assessment data. Seminole County Middle High School offers a Title I School-wide program that is in compliance with the Title I program guidelines. Title I funding provides instructional/support personnel, technology, (hardware and software) research-based supplemental resources, interventions, transportation, and professional learning for staff to help ensure that students will be able to demonstrate proficiency on academic standards.

The Seminole County Middle High School offers the FLP Program to all students after school (grades 6-12) We were unable to schedule the program during the regular school hours.



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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:

The professional learning for Seminole County Middle High FLP teachers will be held September 28, 2015 for teachers in grades 6-12 who will be providing FLP remediation. It is a three hour training that will be offered through the Study Island web-based professional learning program. All FLP teachers will have one day of professional leave for the training. In addition to the web-based training, which is scheduled from 9:00 – 12:00, teachers will use the remainder of the 8:00-3:00 allotted time to review student data, develop lessons, assessments, folders, and activities to support students who will be participating in 2015-2016 FLP services.

The instructional coach and the RESA School Improvement Specialist will provide any additional specific training on research-based instructional strategies that are helpful with increasing the academic success of at-risk students. Content specific trainings provided by the Georgia Department of Education, Southwest Georgia RESA, Georgia Council on Economics Educators (GCEE), Georgia Learning Resource Sources (GLRS), and the local school system will be offered throughout the year for all teachers of science, social studies and mathematics.

The Differentiation coaches, the Instructional Coach the RESA School Improvement Specialist and Southwest Georgia RESA will provide specific training as needed to teachers in co-teaching classrooms on various approaches of effective Co-teaching and utilization of multiple principles of representation of content, action, expression and engagement of students. The data gathered from Study Island and students' classroom performance from each FLP student will be used by the instructional coach and FLP teachers to adjust the instruction provided to students.

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

Response:



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As stated previously, Study Island is specifically designed to improve performance in all skill areas tested on the Georgia Milestones, as well as master knowledge and skills outlined by the Georgia Performance Standards and the Common Core Standards. The design of the program charts student progress towards mastery. The alignment of instruction and tasks to Common Core Standards and GPS in the areas of science, social studies and mathematics are embedded within the program. The instructional coach will ensure that the FLP instruction and activities are aligned to CCS and GPS.

FLP teachers will develop lesson plans that will designate learning objectives, materials to be used and methods of assessment. Lesson plans and/or charts will be developed to ensure accurate correlation and progress monitoring. .

A team consisting of the principal, the Assistant Principal(s), the Title I Director, the Special Ed Director, the instructional coach, the RESA School Improvement Specialist will monitor during the FLP interventions. Through constant monitoring of the FLP sessions, lesson plans will be reviewed weekly to see that lesson plans are correlated to instructional goals that students are practicing. This team, along with FLP teachers, will meet each month to discuss students' performance, analyze the data, and adjust the instruction provided to students, if necessary. The School Leadership Team, which meets 2nd and 4th Mondays of each month will review and discuss the data and consistently follow-up on implementation of the Flexible Learning Intervention Program.

Data from all assessments and attendance records will be filed monthly by the instructional coach.

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:



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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?

Using the multi-criteria rubric previously described, students in grades 6-12 will be assigned point values and rank ordered for participation in the FLP program. Those students with the greatest need will be identified and invited to participate. Their parents will be notified via an invitation letter that highlights the benefits of the FLP program. A parent or guardian must sign and return the letter. If the invitation is declined, the Parent Involvement Coordinator will make efforts to contact the parent (to discuss the benefits of the program: increased learning time and additional support) before the eligible student will be removed from the rank ordered list. Documentation of requests by parents for students not to participate in the FLP program will be maintained by the school principal and copies provided to the Title I/Special Ed Directors. When slots become available, the next eligible student, based on priority, will be identified and notified in an attempt to maximize enrollment.

Teachers will record attendance for each FLP session. Students are expected to attend all sessions, which should not pose a problem, since services are offered during the school day. After the first absence, the parent coordinator will notify parents by phone, home visits, and/or e-mail. Every effort will be made to communicate to the parents the benefits of their child participating in FLP, which provides increased learning time and additional academic support. The Title I Director will be notified if a student is dismissed from the program for lack of attendance or effort.

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:



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

A team consisting of the principal, the Assistant Principal(s), the Title I Director, the Special Ed Director, the instructional coach, the RESA School Improvement Specialist will monitor during the FLP interventions. Data will be collected and hard copies filed monthly. All assessment data will be gathered and monitored by this team. Members of this team will meet once a month after the session to discuss, analyze the data, and adjust instruction. They will be responsible for leading discussions with parents and students. A FLP progress report for students and parents will be prepared quarterly. The School Leadership Team, which also includes the Title I Director and the Special Education Director, will meet bi-monthly to review, analyze and discuss FLP data and consistently follow-up on implementation of the Flexible Learning Intervention Program.

Program Cost: The Title I Director and Chief Financial Officer will monitor program cost monthly to ensure that funds are spent according to the Flexible Learning Plan program. The Title I Director will review and approve all expenditures made with Title I, Part A funds. The Title I Director will monitor the overall implementation of the FLP and program costs.

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:

Seminole County Middle School will submit all documentation to the Title I Director regarding the selection of FLP students, documentation from parents, meeting agendas and



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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.

minutes, sign-in sheets, data reports, and the program's implementation. The Title I Director will review the Seminole County School System's fraud policy with the principal, assistant principal(s), FLP teachers, and instructional coach, to avoid fraud, waste, and abuse.

Efficiency and Fidelity – A team consisting of the principal, assistant principal(s), instructional coach, RESA School Improvement Specialist, Title I Director/Special Education Director and FLP teachers will assure the fidelity and efficiency of the FLP program by using this FLP document as a project management plan, specifying the role of each member of the team. The Title I Director will monitor the overall implementation of the FLP and program costs. The action plan will include FLP implementation, along with who is responsible for implementation, when actions will occur, and program outcomes. The Title I Director will oversee the FLP at the system level. Technical support will be provided throughout the school year to include state updates and required compliance documentation. The school and District will maintain all documentation related to the project plan.

The Title I Director is responsible for providing technical support to Seminole County Middle school with

Regard to compliance. In addition, she is responsible for:

- Oversight of the consolidated application.
- Provide technical support to administrators on how to log-in,
- Read, review and sign off on safeguard assets and/or avoid fraud, waste, and abuse policy.

The Georgia Educators' Code of Ethic, Standard 5 **PUBLIC FUNDS AND PROPERTY** is communicated to staff at the system/school level. An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy and responsibility.

Unethical conduct includes but is not limited to:



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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.

1. misusing public or school-related funds
2. failing to account for funds collected from students or parents;
3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay;
4. co-mingling public or school-related funds with personal funds or checking accounts; and
5. using school property without the approval of the local board of education/governing board or authorized designee.



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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:

Response:

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

The Flexible Learning Program is designed to improve social studies and science scores on the spring 2016 administration of the Georgia Milestones EOG and EOC. The performance goal/outcome is for all students served by the FLP to increase their performance as measured by the Spring 2015 Georgia Milestones EOG/EOC.

At Seminole County Middle High School, Students with Disabilities (SWD) is the lowest performing subgroup, and the White subgroup is the highest performing subgroup identified at Seminole Middle High School. Data from the Spring 2013 CRCT reflects scores by this subgroup indicating the percentages that did not meet proficiency. As a result of students' participation in the Flexible Learning Program, the following measurable performance goals/outcomes for the Spring 2016 Georgia Milestones EOG/EOC.

- By spring 2016, the percent of FLP students who "Meet" or "Exceed" standards in social studies grades 6-8 will increase by 4 points as measured by the Social Studies Georgia Milestones spring administration.
- By spring 2016, the percent of FLP students who "Meet" or "Exceed" standards in science grades 6-8 will increase by 4 points as measured by the Science Georgia Milestones spring administration.
- By spring 2016, the percent of FLP students who "Meet" or "Exceed" standards in science grades 9-12 will increase by 4 points as measured by the Science Georgia Milestones spring administration .

These goals are based on yearly increments of 4% increase in social studies and science, respectively, from 2013 to



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2015, based on Seminole Middle High School being designated as a Focus School for three years.

Based on 2012 baseline scores, a 4% decrease in DNM is projected over the three year period.

Subject	2012	2013	2014	2015	2016
Science	27%	23%	19%	15%	19%
Social Studies	37%	33%	29%	25%	29%
Coordinate Algebra		32%	40%	44%	49%
Analytical Geometry			42%	46%	49%

These performance goals/outcomes reflect the proposed effectiveness of the FLP program and the impact that it will have on the improved student achievement by students who are being served. These scores also reflect the commitment we have at Seminole County Middle High School to move more students from the “Do not Meet” category to the “Meet” category; and from the “Meets” category into the “Exceeds” category. Multiple instructional strategies/approaches will be incorporated into daily instructions to engage students in performance learning tasks, technology related activities, higher order thinking skills (HOTS), Universal Design for learning principles, differentiation using data, flexible grouping and collaboration.

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

The assessment instruments that will be used are:

- Diagnostic assessments (pre-tests, post-tests) from Study Island to be compared with spring 2016 EOC and EOG data
- Formative and summative assessments in Study Island for social studies, science and mathematics
- Georgia Milestones Spring 2016 EOG and EOC scores in the areas of social studies, science and mathematics
- Passing grade from course quarterly and final grades

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?*)

All students participating in the FLP program will have ongoing assessment and data analyzed. The following timeline will be utilized for administering assessment and collecting and maintaining data:

September 30, 2015: Pretest



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October 5, 7, 9, 2015: Administrative monitoring

October 5, 7, 9, 2015: Analyze and monitor data from Study Island

November 10, 2015: FLP teachers report to School Leadership Team regarding students' progress

December 8, 9, 2015: Parent Meetings to discuss student progress in FLP program

January 7, 2016: Analyze student data for first semester

February 1, 3, 8, 9, 17, 22 2016; Administrative monitoring of instruction

March 1, 3, 7, 9, 17, 21, 23, 29 2016; Administrative monitoring of instruction

April 4, 6, 11, 13, 25, 27, 2016; Administrative monitoring of instruction

May 5, 2016: Posttest

May 12, 2016: Compile student data to turn in

The Pretest will be administered on September 30, 2015 and the Posttest will be administered on May 5, 2016, the first and last day of FLP interventions. Assessments are individualized and ongoing; and results will be made available to students based continuously.

Individual student data will be monitored to determine if students consistently demonstrate mastery, and if they do, when a student should exit the FLP program. Assessment data will be monitored through a team approach, with FLP teachers responsible for frequent progress monitoring assessments, either computer generated or teacher-made

Students who are not progressing in the FLP program will conference with the FLP teacher and/or principal or instructional coach. They will discuss the benefits of the program and how the program can help them achieve academic success. Hard copies of student data are collected from the Study Island assessments and teacher made assessments for each FLP student are available. The middle/ high school instructional coach will obtain copies of students' data and attendance sheets monthly from FLP teachers. FLP teachers will also keep a copy for each child they teach. Folders for FLP students will be securely maintained by FLP teachers in lockable cabinets to ensure student's privacy and confidentiality of data as required by FERPA.

- 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?*)

Evaluation of the Seminole County Middle High School Flexible Learning Plan will be conducted using multiple approaches. Data reports will be collected and analyzed weekly/monthly to monitor student's progress. Nine weeks and semester grades will also be analyzed. Classroom observations, benchmark tests, Spring 2015 test data, and survey data will all be utilized to evaluate program effectiveness. Monthly, the principal, assistant principal(s), instructional coach, the Title I Director, the Special Ed Director, the RESA School Improvement Specialist, the School Leadership Team and FLP teachers will discuss and analyze data in order to make adjustments to instruction.



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

Parents, students and FLP teachers were given surveys to evaluate the effectiveness of the program for the first semester. Each student, parent and FLP teacher were given a pencil and paper survey to complete. Surveys have been tallied by the Title I Coordinator and the Academic Coach. Results were calculated in percentages. The Title I Coordinator will post surveys and results to the school website. Results will be kept on school site and the Local Board Office. The Title I Coordinator will report the results to the Leadership Team, department heads and local board of education. The same procedure will take place for the second semester.

At the end of the 1st and 2nd semester, the Title I Director will survey all FLP students, parents, and FLP teachers. Surveys will be developed and disseminated to FLP teachers, students and parents by the Title I Director. Data will be collected, analyzed, and disseminated to Seminole County Middle High School in a written report by the Title I Director. The results of the report will be communicated to FLP teachers, administrator and the School Leadership Team. Additionally, the principal will stress an open-door policy so that any feedback, suggestions, and improvements deemed necessary can be shared. Adjustments to the program will be made in a timely manner to ensure maximum participation, attendance, and program effectiveness. All suggestions and corrective actions for the FLP program will be properly documented, communicated and utilized to make necessary changes to the program.

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

Parents or guardians of participating FLP students will have access to their student's detailed data report in the Study Island program. Also, FLP teachers will provide students and parents with an individualized report of progress each nine weeks. Student/parent conferences will be used to communicate with parents of students' progress toward meeting their academic goals. If FLP students are not making adequate progress, the parent coordinator will phone, visit, and/or email parents.

- 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).

System:

Input from stakeholders is actively sought throughout our school district. We will utilize



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Surveys, feedback forms and informal input to ensure our parents and community needs are conveyed and evaluated. Stakeholders were involved in the overview of the program effectiveness and access to the student achievement data, needs assessment and planning for the FY15 school year through school governing boards, school organizations, Seminole County Board of Education, community organizations and stakeholder surveys. Survey results are posted, distributed to stakeholders and located on the System's website. Seminole County School District is also creating a data oriented link to the system web page that will provide academic performance for the public to access.

School:

The overall effectiveness of the FLP program will be determined by student attendance, student achievement, student/parent satisfaction and successful improvement indicated by measureable achievement goals using 6-12 grade 2016 Georgia Milestones EOG/EOC data. This information will be made available to the students, parents, teachers and stakeholders by presentations at meetings within the school and the District. Information and results from the data will also be shared on Seminole County Middle High School's website.

An evaluation team will review all achievement data, attendance data and program satisfaction survey results will be reviewed to evaluate the effectiveness of the FLP and to recommend improvements to sustain or improve the program. The evaluation of the FLP will be conducted in May of 2016. The data to be used to determine FLP effectiveness will be grades 6-12, 2016 Georgia Milestones EOG for social studies and science, grades 9-12 Georgia Milestones EOC (Mathematics) GAA, and Survey data. The team will create a report of their findings and share the report with stakeholders on Seminole County Middle High School's website and at PTO, School Council meetings, Seminole County Board Meeting(s) and Southwest Georgia RESA.

The evaluation team will consist of Seminole County Middle High School's Leadership Team, Seminole County Middle High School Council (Consisting of Parents, Teachers, and Community Leaders) The Title I Director, The Special Education Director and the SWGA RESA SIS.

To determine the FLP's effectiveness the following process will be followed:

The Title I Director will create and administer surveys to teachers, students and parents. The



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Surveys will be in electronic and hard copy format. Student and parent surveys will be hard copy because all students/parents may not have access to internet. Survey results will be disaggregated and reported to stakeholders at planning and data meetings that include PTO, Title I Parent Meetings, Leadership Team, Grade Level Team, and District Board Meetings. Newsletters, flyers, articles in the local newspaper, school website, bulletin boards, progress reports, survey results and all other ways deemed appropriate will be used as a communication tools to keep internal and external stakeholders informed and solicit ideas for program improvement.

Administrators at the school and district level, the RESA SIS, and Instructional Coach will observe FLP teachers during FLP interventions. During these observations the focus will be on how the lessons are structured, classroom management, attendance, teacher/pupil interactions, small group and interactive activities and maintaining program fidelity. The team approach will be used in evaluating the effectiveness of the program.