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***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.

LEA FLP Set-aside: \$ 26535

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

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

If yes, please enter the amount budgeted for additional FLP funding. \$ N/A

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

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

If yes, please enter the amount budgeted for NCLB CHOICE transportation.  
\$ N/A

**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

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

5% Required Set-Aside \$ 26,535

Custom Set-Aside for FLP above the Required 5% \$ 0

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
TES	\$530,702	\$10,000	0	\$15535	0	0	\$1000	\$0

**\*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.

**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

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FLP Components

**School:**

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.

*Response:* Treutlen Elementary has identified an achievement gap of 52% between our SWD's (Students With Disabilities) population and our overall population in the area of CRCT (Criterion-Referenced Competency Tests) Math. Treutlen Elementary School will focus on improving CRCT Math scores. The primary subgroup we will focus on is our economically disadvantaged students who did not meet standards on the Math CRCT and/or who were identified as intensive on the STEEP (System to Enhance Educational Performance) math assessment. Students will be accepted using the Tiers, as prescribed by the Federal rank order.

In 2011, 84.1% of all students met/exceeded standards on CRCT Math; 36.1% of SWD's met/exceeded standards on CRCT Math. In 2012, 79.6% of all students met/exceeded standards on CRCT Math and 20.8% of SWD's met/exceeded CRCT math standards. In 2013, 88% of all students met/exceeded standards on CRCT Math; 56% of SWD's met/exceeded CRCT math standards. In 2014, 91% of all students met/exceeded standards on CRCT Math; 39% of SWDs met/exceeded standards on CRCT Math.

Our expected outcomes will be reflected in the achievement goals as follows:

- In 2014, the percentage of all students who meet/exceed CRCT Math standards will increase to 91%; The SWD's who meet/exceed CRCT Math standards will increase to 53%.
- In 2015, the percentage of all students who meet/exceed **State Mandated** Math Standards will increase to 92%; The SWD's who meet/exceed **State Mandated Math Standards** will increase to 55%.

Treutlen Elementary School believes that our expected outcomes in 2014 have been affected by the implementation of 100% full inclusion, except for SWD's participating in our Autistic Program. We also anticipate an overall decrease in Math proficiency on the new Georgia Milestones Assessment System. However, we want to continue to set high expectations that demonstrate growth, as shown above.

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:*

Treutlen Elementary students will be selected for participation in the FLP based upon the Federal rank order: FLP Rank Order I: Students in the following subgroups who are not meeting standards as identified by state assessment results: students with disabilities, English Learners, or free- and reduced price lunch subgroups.

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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.

FLP Rank Order II: All other students who are not meeting standards as identified by state assessment results.

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

Students in Kindergarten and first grade will be selected on the basis of STEEP (System to Enhance Educational Performance) assessment results and a Teacher Rating Scale. The Teacher Rating Scales will be determined by the SLO pre-assessment data. The weights for each criteria will be assigned as follows:

- STEEP Results: Frustration Level = 4 points, Instruction Level = 2 points, and Mastery Level = 0 points.
- **Teacher Rating Scale (Math): High risk = 4 points (Students with yearly math averages below 70); Moderate Risk = 2 points (Students with yearly math averages ranging from 70 to 85); Low Risk = 0 points (Students with yearly math averages above 85).**

Students in 2<sup>nd</sup> and 3<sup>rd</sup> grades will be selected on the basis of STEEP assessment and a Teacher Rating Scale. The weights for each criteria will be assigned as follows:

- STEEP Results: Frustration Level = 4 points, Instruction Level = 2 points, and Mastery Level = 0 points.
- **Teacher Rating Scale (Math): High risk = 4 points (Students with yearly math averages below 70); Moderate Risk = 2 points (Students with yearly math averages ranging from 70 to 85); Low Risk = 0 points (Students with yearly math averages above 85).**

Students in 4<sup>th</sup> and 5<sup>th</sup> grades will be selected on the basis of STEEP and CRCT.

- STEEP Results: Frustration Level = 4 points, Instruction Level = 2 points, and Mastery Level = 0 points.
- CRCT Math: 650 to 789 = 4 points, 790 to 809 = 2 points, and 810 to 930 = 0 points
- CRCT-M Math: 200 to 299 = 4 points, 300 to 329 = 2 points, and 330 to 430 = 0 points
- GAA (Math) : Emerging Progress = 4 points, Established Progress = 2 points, and Extending Progress = 0 points.

Students will be served in rank order with the students having the highest scores being served first.

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:* *Scholastic* “Do the Math” is a research-based intervention program that gives students who are at risk of falling behind – or who have already fallen behind- the chance to catch up and keep up with grade-level content. *Scholastic* “FASTT Math Next Generation” is an adaptive technology program that creates a personalized learning progression for each student, and via embedded assessments ensures math fact mastery. *Scholastic* “Math Reads”, developed by Marilyn Burns and a team of Math Solutions master teachers, is a NEW math and literature program for students in Grades K-5. Each book in Math Reads invites students into the world of mathematics through Common Core lessons inspired by delightful children’s books.

Neither of these interventions/programs is being utilized during the regular school day.

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?

*Response:* The Flexible Learning Plan is in compliance with Title I laws and regulations. The FLP program will begin in September 2014 and last through May 15, 2015. Students will be served on Tuesdays, Wednesdays, and Thursdays during their regular rotation blocks (music, computer lab & science lab) for a total of 50 minutes per day. Students will receive 150 minutes of service weekly and will not exceed a 10:1 student to teacher ratio. Students will receive Physical Education on Mondays and Fridays as mandated. Progress monitoring will be completed utilizing STEEP, OAS benchmarks, and other formative and summative assessments. Students who are not participating in the FLP program will attend their regular rotation block classes. A blended instructional model consisting of small-group instruction and computer-based instruction will be utilized during the FLP. The Scholastic Math intervention is organized into scaffolded modules that focus on rebuilding fluency with whole numbers and fluency with fractions. The Scholastic math programs are supplementary to the Harcourt Math series which is currently utilized for regular mathematics instruction. The intervention includes a progress-monitoring component.

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:* Teachers will receive Professional Development from Scholastic Mathematics trainers regarding the implementation of arithmetic intervention, “Do The Math,” computer-based program, “FASTT Math Next Generation” and Math Reads. Three training sessions will be held periodically throughout the year (November 2014 – 2 hours; February 2015 – 2 hours; and February 2015 – 2 hours). The training sessions are facilitated by Janelle Jones, Scholastic trainer. These sessions are for FLP teachers and staff only. Furthermore, PD360 is available to provide additional training in working with at-risk and diverse groups of students. The teachers also have access to the Formative Instructional Practices (FIP) modules.

6. Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP

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students are aligned with the Common Core Georgia Performance Standards.

*Response:* Teachers will be required to maintain notebooks containing instructional plans that directly correlate with the Common Core Georgia Performance Standards. Teachers will also be required to meet regularly with the grade-level teacher to review the CCGPS instructional alignment. The FLP team leader will review the notebooks every four and a half weeks as a means of monitoring implementation and documentation. Walk-throughs will be conducted periodically by school administrators, instructional coaches, and district level administrators. The curriculum director will meet monthly with the FLP team leader to review documentation and conduct walk-throughs. "Do the Math" and "FASTT Math" are aligned to common core.

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:* Students will participate in the Flexible Learning Program during regular school hours as to avoid attendance issues often associated with before and after school programs as well as Saturday School programs. Parents will be given the option to refuse the services provided by the Flexible Learning Program. A letter will be sent home to the parents/guardians emphasizing the importance of the FLP and its direct impact on student achievement. Further, parents will be invited to attend our annual Title I meeting to learn more about the FLP and receive answers to questions or concerns that they may have. Parents of TES students are contacted by a teacher upon the absence of the student. Parents are reminded of the importance of school attendance as well as notified of the instructional content covered during the absence.

Attendance has been identified as a target area of the school's Short Term Action Plan. Incentives, funded at the school level, are utilized to promote attendance. Attendance incentives are awarded weekly to the class that has the highest average daily attendance for the week. The LEA requires the school to submit monthly FLP attendance reports to the Title I Director.

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:* STEEP data and individual student notebooks that track student progress will be monitored by the FLP team leader (TES Curriculum Coordinator/Coach), the building principal and the LEA. Student notebooks will include an individualized plan for each student and identified goals/benchmarks. Students who do not achieve identified benchmark goals will receive one-on-one instruction and will be required to repeat or revise assignments as needed. Sign-in sheets and student attendance sheets will be completed daily by the FLP teacher. Observations and checklists will be used to monitor the implementation process. Furthermore, the principal, FLP team leader and the Curriculum Director will conduct walk-throughs and observations periodically throughout the year. Monthly sign-in sheets will be signed by the principal and submitted to the central office prior to teachers receiving compensation for the FLP. Purchase orders for instructional supplies for the FLP will be signed by the principal, the Title I director, and superintendent.

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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.

*Response:* The Title I Director reviews the Fraud, Waste and Abuse policy/procedures with the district level and school level administrators during the Leadership retreat during the summer of each year. The building-level administrators disseminate the information to their teachers and staff during pre-planning each year. All employees receive a copy of the policy and are required to sign a statement verifying that they have read and understand the policy. All teachers and staff members participating in the FLP have signed a Fraud, Waste, and Abuse Prevention statement. All FLP documents are maintained at the school level. Copies are sent to the district office at the end of each month. The fidelity of the implementation will be monitored by the LEA and the Focus School Team Leader. Checklists will be used to ensure the fidelity of the program. Furthermore, the intervention guides are scripted to ensure fidelity of implementation. The formative and summative assessment data will be monitored frequently by the teacher and periodically by the FLP team leader and LEA. Teachers will be required to submit monthly timesheets to the principal who will sign them and submit to the Title I director who will sign and submit to the payroll department. **Purchase orders for instructional supplies for the FLP will be signed by the principal, the Title I director, and superintendent.**

The School Media Specialist and the technology coordinator will maintain a current and accurate inventory record of equipment purchased with federal, state and local funds (*a Physical Inventory Listing*). This Physical Inventory Listing will include equipment that is non-consumable with a life of more than one year and with a value of more than \$500.00. (*This Physical Inventory Listing is in addition to the LEA's fixed asset inventory listing.*) Equipment purchased using district set-aside Federal funds will be listed on the district's Physical Inventory Listing. Equipment purchased using a school's federal funds allocation will be listed on the school's Physical Inventory Listing. Items that would not be included on the physical inventory listing are books, classroom libraries, classroom/office supplies, workbooks, maps, charts, globes, CD's, and DVD's. Items that must be included are printers, computers, digital cameras, laptops, fax machines, smartboards, projectors, and other technology devices.

The Physical Inventory Listing should include at least the following information:

- Date of purchase
- Description of item
- Serial number
- Physical location of item
- Purchase cost
- Vendor
- Fund Source (Title IA, Title IIA, etc.)
- Disposition of missing items (Lost, transferred, etc.)

The inventories will be reviewed and revised in May of each year. One copy will be maintained at the building level and the other copy will be submitted to the central office.

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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 measureable outcomes that the intervention is designed to improve?)

*Our expected outcomes will be reflected in the achievement goals as follows:*

*- Kindergarten: The Spring 2014 STEEP results indicated that 66% of the students were performing below average. We will reduce this number to 50% of the students performing below average by Spring 2015.*

*- 1<sup>st</sup> Grade: The Spring 2014 STEEP results indicated that 40% of the students were performing below average. We will reduce this number to 25% of the students performing below average by Spring 2015.*

*2<sup>nd</sup> Grade: The Spring 2014 STEEP results indicated that 22% of the students were performing below average. We will reduce this number to 10% of the students performing below average by Spring 2015.*

*3<sup>rd</sup> Grade: The Fall 2014 STEEP results indicated that 66% of the students were performing below average. We will reduce this number to 40% of the students performing below average by Spring 2015.*

*4<sup>th</sup> Grade: The Spring 2014 CRCT results indicated that 80% of these students met/exceeded standards in the area of Math. We will increase that percentage to 82% of these students meeting/exceeding Math standards on the Spring 2015 State Mandated Test.*

*5<sup>th</sup> Grade: The Spring 2014 CRCT results indicated that 25% of these students met/exceeded standards in the area of Math. We will increase that percentage to 50% of the students meeting/exceeding Math standards on the Spring 2015 State Mandated Test.*

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

*Georgia Milestones EOG assessment data for grades 3-5 and STEEP achievement data for grades K-2 will be used to measure if targets are met. STEEP data will be used as a pre and post assessment for grades K-5 and baseline Georgia Milestones EOG data (if applicable).*

The Georgia Milestones EOG is designed to measure how well students acquire the skills and knowledge described in the state adopted curriculum including the Common Core Georgia Performance Standards (CCGPS) in English/Language Arts, and mathematics and the Georgia Performance Standards (GPS) in science and social studies. The assessments yield information on academic achievement at the student, class, school, system, and state levels. This information is used to diagnose individual student strengths and weaknesses as related to the instruction of the state adopted curriculum, and to gauge the quality of education throughout Georgia.

*STEEP provides an innovative and comprehensive suite of products for assessing, analyzing,*



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*progress monitoring and next generation technology. The data is designed to determine if students are on track and to accelerate their performance if they are below desired levels. The focus of the K-3<sup>rd</sup> grade STEEP is computation fluency.*

- 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?)*

*State Mandated Tests for grades 3-5 will be administered in April 2015 according to state testing guidelines. Test Results will be sent to the district Test Coordinator in an undisclosed time in 2015 from the State of Georgia. The results will be delivered to the building principal and school test coordinator who will disseminate results based upon state and local policies. STEEP for grades K-2 will be administered in September, January, and May. Confidentiality will be supported for the State Mandated Test through the utilization of test training and subsequent implementation of State Mandated Test procedures provided by the School Test Coordinator. State Mandated Test security procedures will also be utilized for maintaining student confidentiality on the STEEP assessment. Also, only administrators and the testing coordinator will have access to ALL data.* The school will take the following steps to ensure that student assessment information is kept confidential: Teachers will be allowed access to the assessment results of their current students via the State Longitudinal Data System. Each teacher has been assigned a secure login and password. During the fall of each year teachers and staff must participate in professional learning sessions via "Data Director" which includes sessions on student confidentiality and Code of Ethics. Student records are maintained in the school vault which has limited key access.

*STEEP data is entered into an electronic platform. The school counselor and the system test coordinator have access to the data. Student rosters are printed and distributed to the teachers of record.*

- 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 LEA will determine the FLP's effectiveness based on the targets met each year. The effectiveness of the program will also be measured by examining growth from previous data per student.*

*The data is analyzed by sub-groups (ALL students, White, Black, SWD's Economically Disadvantaged), grade levels, meets/exceeds, does not meet, domains, etc.*

*We will analyze all available data for the students who participated in the FLP program to determine the effectiveness of the program. This data will include formative assessments and summative assessments.*

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

**The LEA will utilize confidential surveys, interviews, as well as student ownership in goal setting as a means of providing feedback. This information will be collected by the Team Leader from each grade level teacher participating in the FLP. The overall data will then be disaggregated and shared with the school and district.**

At the conclusion of the program, surveys will be distributed to all participating students gauging their satisfaction with the delivery models and their willingness to participate. Pencil/paper surveys will be distributed to the parents of students participating in the FLP. The Parent Survey will address the following: 1. Are you glad that your child's school is offering a FLP to help your child improve his/her academic progress in Math? 2. Do you feel that additional time needs to be provided for the FLP? 3. Are you satisfied with the program? 4. Please list any suggestions for improvement. Items included in the surveys will address the satisfaction and overall effectiveness of the FLP. FLP program instructors will also complete surveys which will address the following: 1. Do you feel that the FLP program model was effective in meeting the needs of the students? 2. Do you feel that the student-teacher ratio was effective? 3. Did you receive feedback from the administrative staff in a timely manner? 4. Do you have any suggestions regarding the FLP?

Survey data will be analyzed to identify areas for improvement and growth. Survey results will be sent home to parents, posted on the school website, and provided on handouts during parent meetings.

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

*Students will take home weekly progress reports from their teacher. The weekly progress reports will include information regarding the child's progress toward reaching identified goals. Also progress monitoring and benchmarking data will be sent home to keep parents abreast of their child's progress through the utilization of the FLP. Progress monitoring results from the Scholastic FASST Math platform will provide a status report over a period of time. It will identify whether or not the child is on track and/or if the student is in need of reinforcement. The reports will also provide information regarding the child's progress with math fact fluency. This will include the mastery of a number of facts within a specified timeframe and will identify whether or not the student is in need of additional interventions. Reports will also state whether the student is average, below-average, or above-average. Intermediate data from STEEP will be sent home to parents three during the fall, winter and spring; final results of the State Mandated Test showing yearly progress will also be sent home at the end of the year. Parent nights are held monthly with time allotted for individual conferences with the FLP teachers. Parents are also able to schedule conferences with the FLP teachers at anytime throughout the year.*

- 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).

**Formative assessment data will be collected daily to inform and guide instruction. Progress monitoring data from the Scholastic FASST Math platform will be collected and analyzed weekly to determine whether students are performing below target, on target or above target. Furthermore, STEEP data will be collected three times per year. As data is collected and share with the LEA, it will be analyzed to determine program effectiveness.**

**Data regarding the results of the program evaluation, effectiveness of the program,**

and ongoing program improvements will be shared at the FLP revision meeting involving all stakeholders (district level administrators, building level administrators, teachers, parents and students, at the Annual Title I meeting, district leadership meetings, faculty meetings, parent/teacher conferences and at School Council Meetings. The data will include results from the stakeholder surveys and student achievement data.

All parents will be invited to provide feedback regarding the program via surveys and other feedback forms. All parents, FLP teachers, school council members and leadership team members will be invited to participate in the revision meetings.

The LEA Title I Coordinator, School Improvement Specialist, and the building level administration will be responsible for conducting a program evaluation and writing a summary report of the program evaluation. The summary report will be shared at a faculty meeting, shared at a BOE meeting, posted on the school website, and included in the Title I School Pamphlet.

The program evaluation summary report will also be shared with stakeholders during the FLP revision meeting(s). The following agenda items will be included in the revision meeting(s): (1) A description of lessons learned during the implementation of the program, (2) The student achievement results for the students (progress monitoring data, attendance data, promotion/retention data, student growth data. (3) The customer satisfaction survey results, and (4) Opportunities for growth.