

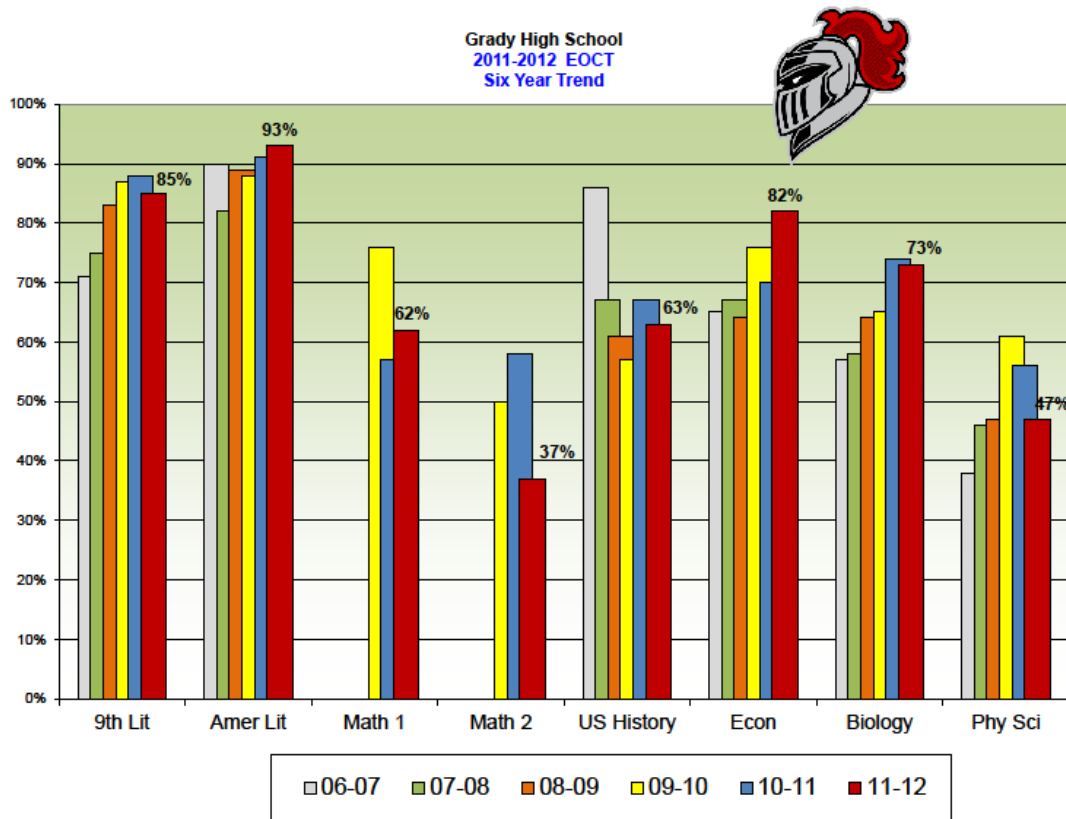
Flexible Learning Plan (FLP) Components

School:	Grady High School
<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): Literacy and Math• Subgroup(s): Econ Disadvantaged and Student with Disabilities• Graduation rate(s): 51.4% for SWDs and 87% for ED in 2011 <p>Note: The LEA must identify the measurable performance goals and outcomes to be met.</p>	
<p><i>Response:</i></p> <p>CORE CONTENT AREAS:</p> <p>Due to gaps in the rate of graduation between the highest and lowest performing subgroup, the State of Georgia's Department of Education designated Grady High School as a Focus school. In 2011-12, 18 of 35 (51.4%) of SWD graduated. Data shows that Grady would not have been designated a Focus School if 19 students (54.3%) graduated. Understanding that proficiency in reading and math directly impacts measurable performance goals of achievement. Students have been identified to receive additional intervention support following the models of the pyramid of intervention through Out of School programming. This decision was made after receiving input from parents, teachers, and students. The school will offer, FLP, out-of-school assistance in the form of after school tutorial once per week for a total of four (4) hours and Saturday School will occur every week providing four hours of intensive academic support in ELA, reading and math. Students are qualified for participation based on performance on 8th grade ELA and math CRCTs and/or ELA and math EOCTs. Current eligibility numbers based on states assessments: 9th – ELA, 13; Math, 115; 10th – ELA, 50; Math, 121; 11th – Math, 195; 12th – ELA, 24. Provided additional hours of intervention include 24 hours total for a four-week month and/or 28 hours total for a five-week month.</p> <p>Participation in the FLP program is designed to achieve the following goals: increased academic achievement on the EOCT and SLO assessments in Reading and Language Arts; increased academic achievement on the EOCT and SLO assessments in Mathematics; and increased Lexile Reading Scores resulting in higher graduation rate that diminishes the gap between Grady's highest and lowest performing subgroups. Ultimately, improvement in these academic goals will also improve the APS high school graduation rate.</p> <p>The Core Content Areas of focus are Math and Literacy. In 2011-12, Grady High School ranked third in the district with sixty-three percent (63%) of its student passing the Math I EOCT. The state average was sixty-five percent (65%). In Math II, Grady (39%) scored above the district passing average of thirty-one percent (31%) but scored well below the state average of fifty-four percent (54%). This constitutes a major area of concern.</p>	

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*Note the enclosed six-year trend data for all CORE EOCTs.



Last year, Grady administered the Gates MacGinitie and Gray Oral reading assessments to all ninth and tenth grade students. The results concluded that nearly thirty percent (30%) of the students tested read below grade level. While the post assessments administered at the close of the year indicated potential gains, Grady remains committed to closing the achievement gap by focusing on strengthening literacy through Language Arts.

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<p>SUBGROUPS:</p> <p>Designated as Focus School, Grady's primary subgroup of focus will be economically disadvantaged with a primary emphasis on students with disabilities (SWD). In 2011-12, 18 of 35 (51.4%) of SWD graduated. Data shows that Grady would not have been designated a Focus School if 19 students (54.3%) graduated.</p> <p>*Note the enclosed six-year graduation rate trend data for Grady High School.</p> <div style="text-align: center;"><p><i>Grady High School</i> Graduation Rate Trend by Subgroups 2006 - 2011</p><p>DRAFT</p></div> <table border="1"><caption>Estimated Graduation Rate Data (2006-2011)</caption><thead><tr><th>Subgroup</th><th>2006</th><th>2007</th><th>2008</th><th>2009</th><th>2010</th><th>2011</th></tr></thead><tbody><tr><td>Black</td><td>88%</td><td>90%</td><td>92%</td><td>91%</td><td>89%</td><td>85%</td></tr><tr><td>Econ Disadv</td><td>82%</td><td>83%</td><td>92%</td><td>91%</td><td>89%</td><td>87%</td></tr><tr><td>White</td><td>95%</td><td>96%</td><td>97%</td><td>96%</td><td>95%</td><td>94%</td></tr><tr><td>SWD</td><td>58%</td><td>38%</td><td>92%</td><td>71%</td><td>65%</td><td>51%</td></tr></tbody></table>		Subgroup	2006	2007	2008	2009	2010	2011	Black	88%	90%	92%	91%	89%	85%	Econ Disadv	82%	83%	92%	91%	89%	87%	White	95%	96%	97%	96%	95%	94%	SWD	58%	38%	92%	71%	65%	51%
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<p>Grady's FLP program will directly address the needs of students performing below mastery in reading and mathematics, as determined by performance on the CRCT in Reading, Language Arts and Mathematics; the ninth grade Language Arts EOCT; and Math I and Math II EOCTs. Performance goals for each student that elects to participate in the FLP program are to demonstrate a 3% gain per year for the next three years in ELA/Reading and Math.</p>	

<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> <p>Student eligibility will be determined according to their greatest academic need based on the following factors: performance on state assessments which indicate mastery of standards per content (CRCT Language Arts, Reading, and Math; EOCT Language Arts -9th Grade Literature, Math I and II EOCT, American Literature EOCT), course failure rate, and/or teacher recommendation(s). 9th grade student support needs will be determined by 8th grade ELA, Reading and Math CRCT scores. 10th grade student support needs will be determined by 9th grade literature and Math I EOCT results. 11th grade student support needs will be determine by Math II results. 12th grade students support needs will be determined by American Literature EOCT results. Teacher recommendations will be collected by the instructional coaches.</p> <p>Students that have failed two or more of the GA CRCT and/or EOCT tests will be given the highest priority. The last priority criteria will be based on course failure and/or retention rate.</p> <p>Criteria for FLP Math selection is as followed:</p> <ul style="list-style-type: none"> • Tier 1 - Students that need assistance based on state Math and ELA assessment performance will be assigned three (3) points. 8th Grade CRCT or EOCT scores will be sorted from low to high. Failing state assessment scores will be highlighted to assist in ranking students that have failed Math <u>and</u> ELA state assessments. • Tier 2 - Students that need assistance based on 8th Grade Math CRCT, Math I or Math II state assessments will be assigned two (2) points. • Tier 3 - Students that are recommended via a Math teacher based on academic performance will receive one (1) point.

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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.

Criteria for FLP **ELA** selection is as followed:

- Tier 1 - Students that need assistance based on state ELA and Math assessment performance will be assigned three (3) points. 8th Grade CRCT or EOCT scores will be sorted from low to high. Failing score will be highlighted to assist in ranking students that have failed Math and ELA state assessments.
- Tier 2 - Students that need assistance based on 8th Grade ELA CRCT, 9th Literature or American Literature ELA state assessments will be assigned two (2) points.
- Tier 3 - Students that are recommended via an ELA teacher based on academic performance will receive one (1) point.

Using this rating scales, students can earn a maximum of fifteen (5) points. Students receiving the highest overall will receive services first. Students are determined as “needs assistance” if they failed one or more state assessments which indicates mastery of standards per content on the CRCT Language Arts, Reading, and Math, EOCT Language Arts -9th grade, Math I and Math II EOCTs. Once these groups of students are served, participation in the FLP program will be made available to students that have failed one or more courses and have been retained one or more years. Students that failed four or more academic core classes will be given priority. The overall focus of the FLP program will be to improve the academic achievement of students with the greatest need.

Total Points will be calculated for each student and then students will be rank ordered from greatest number of points to least number of points. Students with the greatest number of points will be considered most at risk of failing to meet minimum proficiency on the State's academic achievement standards and the State's academic assessments. Documentation of the multiple selection criteria will be kept for documentation and the rank order of students will match the list(s) of the students being served in the Flexible Learning Program. All copies of this documentation will be kept on site and available if requested.

Note-the same criteria will also be used to rank students receiving ELA and Math tutoring.

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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.

Response:

Scientifically research-based instructional strategies will be used in the FLP program. There will be an overall focus on small group differentiated instruction. Mini-lessons will be created and implemented that will be tailored to each students' specific needs in Math, ELA, and Reading.

For Math, intervention will be made available primarily through the **Assessment and Learning Knowledge Spaces (ALEKS)** computer adaptive software. This software program will be used to pre-assess, track, and monitor student academic performance. ALEKS stands for "Assessment and Learning in Knowledge Spaces." The research behind ALEKS is briefly discussed in non-technical terms in "[The Assessment of Knowledge in Theory and in Practice](#)". Additionally, the software applications have specific components for special education students that link with academic goals for each student. In contrast to standardized tests, which typically result in numerical measures of achievement or "aptitude", the outcome of an ALEKS assessment consists in the precise and comprehensive delineation of an individual's competence in a subject in the form of his or her *knowledge state* describing all the types of problems mastered by that individual and a comprehensive list of the topics the individual is ready to learn (referred to in Knowledge Space Theory as the *outer fringe* of that individual's knowledge state).

ALEKS has been used by millions of students in more than 50 academic subjects ranging from elementary school mathematics to Pre-calculus at thousands of schools and other educational institutions throughout the world.

Other specific research based strategies that will be implemented to ensure that supplemental academic intervention time in the FLP program will be used to support students meeting academic performance goals are: a) use of manipulatives, b) use of graphic organizers and thinking maps, c) use of thematic units, d) project-based activities, e) hands-on learning, f) real world connections to learning, g) use of flexible cooperative grouping, g) use of KWL and journaling, and h) higher order questioning strategies (Hawkins et al., 2011).

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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?

Response:

Students have been identified to receive additional intervention support through after school tutorials. This decision was made after receiving input from parents, teachers, and students. The school will offer, FLP, out-of-school assistance in the form of after school tutorial once per week for a total of four (4) hours and Saturday School will occur every-other week providing four hours of intensive academic support in math and reading. Nearly 400 students are qualified for participation based on State performance assessments. Provided additional hours of intervention include 24 hours total for a four-week month and/or 28 hours total for a five-week month. The FLP program will begin February 21st.

Three math and three reading sessions will be offered Thursdays from 3:30-5:30pm. Students may elect to select two sessions each or one session of both per week resulting in a minimum of four contact hours per week. After school tutorials will adhere to the following schedule:

FLP After-School Program Schedule	
	Thursday (3:30-5:30pm)
3:30-3:45	*Check-in snack/article review
3:45-5:15	READING ELA Session (90 minutes total) MATH Begin ALEKS Session and provide small group instruction Reinforcing Activities-Mathematics (Reinforce general mathematics skills and fundamentals)
5:15-5:25	Closure – Daily Goals and Affirmations
5:30	Dismissal
Students will be provided Marta Cards for transportation.	

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Saturday School will occur every-other week providing four hours of intensive academic support in math and reading. This will start on February 21st and end May 11th. The student/instructor ratio for the FLP program will not exceed 15 to 1. This ratio is approximately half the class-size ratio during regular instructional time during the school day. Progress Monitoring will occur using the ALEKs assessment and monitoring software. This web-based software will be used to create weekly student progress reports. Additionally, ALEKs will track student achievement academic gains tied to the GA performance standards in Math, ELA, and Reading in preparation for the EOCT. A monthly and quarterly review of teacher and student performance in the FLP program will occur so that modification can be made as needed to ensure student academic success. Transportation for After-School Tutorial and for Saturday School will be provided via Marta Cards. Instructional materials and other resources will be at no cost to students. Instructional coaches will make sure the FLP program remains in compliance with Title I Laws and Regulations. Saturday tutorials will adhere to the following schedule:

	FLP Saturday Schedule
9:00-9:30 AM	Check-in
9:30-10:00	Warm-up; Math/Reading Review (Math Party)
10:00-11:00	Math tutorial lesson
11:00-11:15	Restroom break
11:15-12:15	ELA /Reading tutorial
12:15-12:45	Cool down-Vocabulary review or Choice Reading
12:45-1:00 PM	Closure/Dismissal

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:

Grady High School's commitment to providing research-based instructional professional development rooted in 21st century classroom best practices and pedagogy that supports highly effective teaching and learning. Through school, district, state and national professional development, we strive to foster life-long learning of the faculty and student body. Progress is measured via formal and informal observations by administration and peers, surveys, student and teacher data, workshop evaluations, and open discussions. Professional development is financially supported through the FLP budget and will be solely used on FLP participants.

In-house professional development will be delivered via the instructional coaches, other highly trained faculty members, and/or instructional support staff during departmental meetings.

School-wide, district, local and national professional development that will be provided for FLP

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instructors will include the following:

- ◆ Understanding Formative and Summative Assessment for Instructional Planning
- ◆ Standards-based Classroom within math and ELA classes
- ◆ Differentiated Instruction
- ◆ Teaching the Second-Language Learner
- ◆ Effective Inclusion Instruction (Merging PEC and Mainstream Learning)
- ◆ Effective Questioning to assist FLP students who have special needs.
- ◆ Rigorous and Relevant Learning
- ◆ Common Core

Additional resources and texts will be purchased to support FLP initiatives goals and objectives.

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:

The goal of the FLP is that students succeed on the CCGPS standards in all areas of achievement, which include EOCTs, GGTs, with special emphasis on students failing to meet standards in the subjects of math and reading. The activities provided during the FLP will be aligned to CCGPS. FLP instructors, instructional coaches, and support personnel will attend CCGPS trainings to ensure proper alignment. Additionally, both instructional coaches will meet with the district appointed Common Core Implementation Specialists monthly for ongoing professional development related to enhancing instructional strategies.

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:

The selection process identified students in most need based on state testing and those who ranked highest will be served first. 9th grade students' ELA and math 8th grade CRCT scores below 800 were queried from the student information system. Students were ranked by lowest ELA and math CRCT scores. Students were also sorted by last name to determine which students may have failed multiple ELA and math CRCTs. The same process for 10th grade students was utilized by querying 9th Literature and Math I EOCTs. 11th grade students were determined by Math II EOCT results. Seniors were identified based on American Literature EOCT results. An Excel workbook with student test results has been created to assist in identifying students (9-12) eligible for FLP.

FLP support programs will have attendance monitored with the district's student information system. Students in FLP support programs will have their attendance monitored more frequently to assist in identifying any attendance concerns that could lead to further gaps in achievement goals. In order to secure enrollment parents will be contacted for approval of their

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child being placed in the program. Sessions will be scheduled to ensure that parents fully understand the FLP, benefits of participation and strategies that can be used to support their children in the learning process. In order to secure enrollment in the after-school and Saturday Academy portion, parent contacts will be made via FLP instructors, counselor, advisors, parent liaison, graduation coach, instructional coaches and interventionists, and school administrators. After school and Saturday Academy attendance will be tracked via student sign-in sheets.

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 administrators and instructional coaches are the persons responsible for monitoring of the FLP plan. Instructional coaches will meet with departments to facilitate the implementation and maintenance of the FLP plan components. Data will be compiled by the instructional coaches and shared regularly with the leadership team. Data analysis of current research-based programs, assessments, and initiatives will be conducted and shared among the faculty and administration. On-going assessments will evaluate the effectiveness of literacy integration, while ALEKS, Math Navigator (when/connection program description #4) and the Walsh curriculum will measure the gains in math. Continual informal observations and monitoring will be conducted to ensure the effectiveness of the program. Personnel monitoring the FLP program will include school based administrators and a federal grant specialist.

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:

A needs assessment will be conducted to determine what instructional resources are needed in order to support the learning program. A budget item analysis will be maintained that outlines what resources are ordered and used on a consistent basis. There will be a checkout system in place for laptop carts and calculators that will allow for administrators and/or lead teachers to determine which staff members are using resources and for what purpose. Laptop carts will be secured in a locked location until checked out by a teacher and/or administrator for FLP tutorials. It will be clearly communicated to staff that the laptop carts are only to be utilized for FLP tutorials.

Teachers will submit a request for instructional technology resources prior to the check process. Lesson plans that outline effective utilization of the technology resources will be required before check-out in order to verify that their lessons are aligned with the requested instructional resources. All program expenditures will be reviewed by an administrator and instructional coach to ensure efficiency and safeguard assets to avoid waste and fraud.

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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? Grady's FLP program will directly address the needs of students performing below mastery in reading and mathematics, as determined by performance on the CRCT in Reading, Language Arts and Mathematics; the ninth grade Language Arts EOCT; and Math I and Math II EOCTs. Performance goals for each student that elects to participate in the FLP program are to demonstrate a 3% gain per year for the next three years in ELA/Reading and Math.
- B. List and describe the assessment instrument(s) that will be used to measure each program target/goal. Pre and post Gates MacGinitie and Gray Oral Reading assessments will evaluate the effectiveness of literacy integration. ALEKS, Math Navigator and the Walsh curriculum assessments will measure the gains in math. Continual informal observations will be conducted by instructional coaches and administrators to ensure the effectiveness of classroom instruction. Formal observations will occur according to the TKES process followed by administrators. Feedback from informal and formal observations will be provided/discussed with teacher tutors to assist in improving instructional practices.
- 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?*) FLP teachers will administer an assessment at the beginning (March 23rd), middle (April 20th) and conclusion (May 18th) of the FLP program to measure overall progress. There will be online ALEKS assessments administered to individual students. The assessments will measure student progress and guide instructional planning for the student, teacher and parent. Teachers are also encouraged to utilize the Apperson grade machines that provide standard specific data on student performance. Instructional coaches will assist with the collection, charting and analysis of assessment data. Student data will only be shared with individual students and their parents. Class level data will only be available to the teacher tutor, instructional coaches and administrators. All data will be stored by one instructional coach in a secure location and secure computer hard drive.
- 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 instructional coaches and teacher leaders will meet periodically to evaluate the effectiveness of the program's goals and measurement instruments. Progress will be monitored and used to determine effectiveness via student performance illustrated via each student's portfolio. Program evaluations will occur once per semester.

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- E. Include a description of the procedures that the LEA/school will implement to collect, analyze, and report participant feedback. Students and parents will be asked to participate in periodic surveys to report participant feedback. Online surveys will be created to assist with the efficient dissemination and collection of survey data. Survey data will be collected by instructional coaches on a monthly basis. Survey responses will be charted and comments will be listed. Teachers, instructional coaches and administrators will analyze survey data to gauge the perception of the program and make any instructional and/or procedural adjustments.
- F. Describe the LEA's/school's plan for informing parents/guardians of participating students' progress toward the student's academic goals. Parents will receive periodic evaluations of student performance in each assigned support service. Parent bulletins and invitations will be distributed via Grady's parental communication sources: Grady Gram (weekly newsletter of current schoolwide information) and The Knight Light (monthly newsletter of current schoolwide information). Parents will receive FLP progress reports every eight weeks.
- 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). Periodic assessment results and progress reports will be communicated to parents via FLP progress reports every eight weeks. We will seek district support for Grady's FLP program in the development and maintenance of student portfolios. Portfolios will include: work samples, learning plans, attendance to FLP sessions, and assessment and progress monitoring.