



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

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

School:	Drop Down List: DeKalb Alternative School LEA Schools
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- Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:
 - Core content area(s)
 - Subgroup(s)
 - Graduation rate(s)

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

Brief Description of DeKalb Alternative School

The DeKalb Alternative School (DAS) is located in central DeKalb County School District (DCSD) and services the nineteen (19) middle schools, twenty-two (22) high schools, and several neighboring Districts in the Metropolitan Atlanta area. DAS serves 6th through 12th grade students who may no longer attend their home schools due to disciplinary infractions of the DCSD Code of Student Conduct.

DAS is a non-traditional school in that each student has an individual point of entry and an individual exit date. New students enroll on Tuesdays and Thursdays of each week with two enrollment sessions per day. Students are assigned to DAS as a result of the District Due Process Hearing, assignments range from 45 day placements up to one year; however, students may be eligible for early release through the DAS Levels Point Program.

DAS offers a comprehensive curriculum aligned with that of the DeKalb County School District. Students are prepared to return to the home-school having received competitive academic instruction following the Common Core Georgia Performance Standards (CCGPS) and the Georgia Performance Standards(GPS), as well as any other support services needed. Students in grades six, seventh and eighth are registered for five periods, one of which is an Extended Learning Period (ELP), while high school students take four (4) ninety-minutes courses. DAS operates as three schools within a school to meet the needs of both middle and high school students and those in our DAS Virtual Academy, which serves over-aged ninth grade students along with those that have served long-term incarcerations in the State Penal System.

DeKalb Alternative School's enrollment changes weekly; currently we have just over 200 students enrolled. Our enrollment by race reporting category is: ninety-two (92%) percent Black/African American, four (4%) percent Hispanic, two (2%) percent White, one (1%) percent Multi-Racial, and one (1%) percent Asian. Additionally, twenty-two (22%) percent of our students receive Exceptional Education Services and one (1%) percent are English-Language Learners. DeKalb Alternative School is a relatively homogeneous population, 85.7% of our student population receives free lunch, 4.78% receive reduced lunch and 10.5% pays full price for their lunch. See the table on the following page.



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DeKalb Alternative School Demographic Data

DAS Count of Students by Grade Level								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
	16	25	40	78	29	15	6	209
DAS Percentage of Students by Gender								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
Male	87.50%	72.00%	80.00%	82.10%	69.00%	86.70%	83.30%	166
Female	12.50%	28.00%	20.00%	17.90%	31.00%	13.30%	16.70%	43
DAS Percentage of Students by Ethnicity								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
N/A	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	209
DAS Student Race by Grade Level								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
Black / African American	91.70%	86.40%	93.90%	91.40%	92.30%	100.00%	83.30%	153
Hispanic	0.00%	9.10%	6.10%	3.40%	3.80%	0.00%	0.00%	7
Multi-Racial	0.00%	0.00%	0.00%	0.00%	3.80%	0.00%	16.70%	2
White	8.30%	4.50%	0.00%	3.40%	0.00%	0.00%	0.00%	4
Asian	0.00%	0.00%	0.00%	1.70%	0.00%	0.00%	0.00%	1
DAS Percentage of Students by Race Reporting Category								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
Black / African American	93.80%	84.00%	95.00%	91.00%	93.10%	100.00%	83.30%	192
Hispanic	0.00%	8.00%	5.00%	5.10%	3.40%	0.00%	0.00%	9
Multi-Racial	0.00%	0.00%	0.00%	0.00%	3.40%	0.00%	16.70%	2
White	6.30%	8.00%	0.00%	2.60%	0.00%	0.00%	0.00%	5
Asian	0.00%	0.00%	0.00%	1.30%	0.00%	0.00%	0.00%	1
DAS Program Enrollment by Grade Level								
	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
ELL Support Programs	0	0	0	1	0	0	0	1
	5	4	7	11	6	3	1	37
Total	5	4	7	12	6	3	1	38



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 - Core content area(s)
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Note: The LEA must identify the measurable performance goals and outcomes to be met.

Response:

In November 2011 the Georgia Department of Education submitted to the U.S. Department of Education an application requesting flexibility through waivers of the Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative, and reporting requirements which directly affected Supplemental Education Services (SES). In accordance with the ESEA guidelines DeKalb Alternative School has been identified as a Priority School.

Priority Schools are defined as:

- A school among the lowest 5% of Title I schools in the state based on achievement of all student groups in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in all student groups;
- A Title I eligible high school with a graduation rate of less than 60% over a number of years; or
- A Tier 1 or Tier 2 school under the School Improvement Grants 1003 (g) (SIG) Program that is using SIG funds to implement a school intervention model.

DeKalb Alternative School is a Priority School based on testing in the bottom 5% on the state of Georgia standardized assessments.

In July 2012, DAS began the implementation of the state mandated Priority School criteria, which requires DAS to offer supplemental educational services to students in need of additional resources as determined by state standardized assessments. In August 2012, DAS began communicating this definition and the criteria to our stakeholders, per Georgia's ESEA Flexible Waiver guidelines. Due to the unique nature of DAS, the criteria will be shared weekly with stakeholders as new students enroll.

DeKalb Alternative School will address the needs of all students and utilizing the Flexible Learning Plan (FLP) to provide academic interventions and services beyond the general curriculum to foster increased student achievement. In order to implement the FLP with fidelity, due to the uniqueness of our school, DAS had to incorporate creative scheduling to meet the needs of all students. DAS students, due to the seriousness of their disciplinary infractions, are not allowed to remain on our campus after school or on their home school campus at any time during their placement. The strict attendance policy has led to the DAS instructors in the high school to utilize creative implementation of instructional services beyond the prescribed lesson during the instructional period. In the high school, there are a plethora of research-based resources and strategies implemented to differentiate instruction to meet the multiple needs of all students to



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ensure the proficiency of academic achievement in relation to the Common Core Georgia Performance Standards while addressing the students' graduation requirements. Some of these resources include but are not limited to: Write-to-Learn, BrainPop, Netrekker, Google Translate, United Streaming, Channel One, Educational Portal, Star Reader and CNN for Kids.

The middle school staff has incorporated Success Maker, a technology based instructional program, as the supplemental instructional tool to fill in gaps in student learning; this resource is implemented primarily during the scheduled Extended Learning Period. However, students may also use this web-based tool at home. Although Success Maker has a structured usage in the middle school, high school students use it for deficits in their educational background.

Our goal is to increase student achievement in the areas of mathematics and English/language arts. The norm assessment to identify students is the CRCT, in addition we will use the EOCT, GHS GT, local and district level benchmarks as assessments to identify gaps in the foundation of the students. Upon arrival at DAS each student is assessed using the Student Learning Objective (SLO), this particular assessment allows the instructor to create an instructional environment that will meet the needs of each student in each of the core subjects. Those core areas that do not have SLOs use benchmark assessments as their measuring tool.

CRCT School Summary Report 2012-2013

6th Grade Students

6th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	6th Grade CRCT Math →	# Tested	% Passed
	All Students	16	12	67%		12	8%



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7th Grade Students

7th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	7th Grade CRCT Math →	# Tested	% Passed
	All Students	25	18	61%		18	33%

8th Grade Students

8th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Pass	8th Grade CRCT Math →	# Tested	% Passed
	All Students	40	32	47%		31	35%



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9th Grade Students

9th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	9th Grade CRCT Math →	# Tested	% Passed
	All Students	78	53	64%		52	40%

10th Grade Students

10th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	10th Grade CRCT Math →	# Tested	% Passed
	All Students	29	25	64%		24	25%



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- Subgroup(s)
- Graduation rate(s)

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

11th Grade Students

11th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	11th Grade CRCT Math →	# Tested	% Passed
	All Students	15	10	100%		10	60%

12th Grade Students

12th Grade CRCT ELA →	Student Group	# Enrolled	# Tested	% Passed	12th Grade CRCT Math →	# Tested	% Passed
	All Students	6	3	67%		3	33%



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<p>After analyzing the data, two major weaknesses revealed a specific priority need which is low standardized math test scores. SMART goals were created as a result of this analysis; the SMART goals are:</p> <ul style="list-style-type: none"> • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 50% to 52% by the spring of 2013 in 6th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 52% to 54% by the spring of 2014 in 6th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 54% to 56% by the spring of 2015 in 6th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 39% to 41% by the spring of 2013 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 41% to 43% by the spring of 2014 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 43% to 45% by the spring of 2015 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 57% to 59% by the spring of 2013 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 59% to 61% by the spring of 2014 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the English/Language Arts CRCT by 2% from 61% to 63% by the spring of 2015 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 16% to 18% by the spring of 2013 in 6th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 18% to 20% by the spring of 2014 in 6th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding 	



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<p>expectations on the Mathematics CRCT by 2% from 20% to 22% by the spring of 2015 in 6th grade.</p> <ul style="list-style-type: none"> • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 21% to 23% by the spring of 2013 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 23% to 25% by the spring of 2014 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 25% to 27% by the spring of 2015 in 7th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 23% to 25% by the spring of 2013 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 25% to 27% by the spring of 2014 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the Mathematics CRCT by 2% from 27% to 29% by the spring of 2015 in 8th grade. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in Ninth Grade Literature by 2% from 38% to 40% by the spring of 2013. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in Ninth Grade Literature by 2% from 40% to 42% by the spring of 2014. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in Ninth Grade Literature by 2% from 42% to 44% by the spring of 2015. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in GPS Algebra by 2% from 21% to 23% by the spring of 2013. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in GPS Algebra by 2% from 23% to 25% by the spring of 2014. • Increase the percentage of students who attend DAS for at least twelve weeks meeting and exceeding expectations on the EOCT in GPS Algebra by 2% from 25% to 27% by the spring of 2015. 	
<p>DeKalb Alternative School will use Student Learning Objectives (SLO) to address high school students not taking courses assessed by the EOCT. From August 2012 to April 2015, 100% of students will improve their proficiency on the respective SLO**. Students will increase from their pre-assessment proficiency scores to a post-assessment proficiency scores within the ranges listed below:</p> <ul style="list-style-type: none"> • Students scoring 0 – 25% on the pre-assessment level SLO will increase (by 20%) to 20 – 45% or higher respectively on the post-assessment level SLO; • Students scoring 26 - 50% on the pre-assessment level SLO will increase (by 15%) to 41 – 65% or higher respectively on the post-assessment level SLO; • Students scoring 51 - 70% on the pre-assessment level SLO will increase (by 10%) to 61 – 80% 	



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<p>or higher respectively on the post-assessment level SLO;</p> <ul style="list-style-type: none"> • Students scoring 71 - 80% on the pre-assessment level SLO will increase (by 5%) to 76 – 85% or higher respectively on the post-assessment level SLO; • Students scoring 81 - 89% on the pre-assessment level SLO will increase (by 3%) to 84 – 92% or higher respectively on the post-assessment level SLO. • Students within 90% - 99% proficiency will increase (by 1%) to 91 – 100% respectively on the post-assessment level SLO. <p>** The identified Student Learning Objectives to be used as indicators of attainment of performance goals are: World Literature/Composition SLO, American Literature/Composition SLO, British Literature/Composition SLO, GPS Geometry SLO, Math III SLO, and/or Math IV SLO.</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.

Response:

Students at DeKalb Alternative School will be served by the Flexible Learning Plan (FLP) based on eligibility. Eligibility will be determined first by the Tier 1 Federal Rank Order and then school selection criteria and will include students who are eligible to receive free or reduced meals and are not meeting standards as identified by state assessments.

The Title I FLP academic services will be provided in English/Language Arts (ELA) and Mathematics in accordance with the Federal rank order and Tier structure.

Using the school selection criteria DAS will rank students based on scores on The Criterion Referenced Competency Test (CRCT); this is the primary basis of prioritizing as it is the only test administered to all student enrolled at DAS. Students will take the End of Course Tests (EOCT) and/or Student Learning Objective (SLO) Assessments, although the CRCT is still the primary assessment used in ranking all students at DAS.

Students will be ranked within Tier 1 based on eligibility for free or reduced-priced meals and those not meeting standards as identified by state assessment results and according to the following educationally related criteria:



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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.

- Each student is given a priority ranking based on their mathematics and ELA CRCT scores; students with the lowest scores will receive the highest priority.
- Students possessing identical test scores are subjected to a second level of ranking; wherein a composite score is used adding the ELA, mathematics, and reading scores.

Upon identification of all eligible students, a point system will be used to help determine priority ranking with the highest point value representing the greatest academic need. Please see the point system table below.

Points will be given as follows:

CRCT ELA		CRCT Math	
Above 800	0 Points	Above 800	0 Points
791 - 799	1 Point	791 - 799	1 Point
781 - 790	2 Points	781 - 790	2 Points
771 - 780	3 Points	771 - 780	3 Points
761 - 770	4 Points	761 - 770	4 Points
Below 760	5 Points	Below 760	5 Points

The DAS points weight is as follows:

CRCT ELA →	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
	61 %	11 %	12 %	10 %	5 %	1 %

CRCT Math →	0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
	38 %	9 %	18 %	14 %	12 %	9 %

* DeKalb Alternative School students are rarely enrolled for the prescribed 65% of the school term and therefore are not subject to the promotion, retention, nor graduation from DAS.



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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.

The FLP committee at DeKalb Alternative School, composed of administrators, teachers, student support specialist, and counselors determined that students with the greatest academic needs are the students with the lowest CRCT scores.

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:

In accordance with the US Department's approved Georgia ESEA Flexibility Waiver, the Common Core Georgia Performance Standards (CCGPS) will be utilized during FLP Instruction. DAS's scientifically based research model will ensure that the FLP design meets the academic needs of all students and will apply the research by Dr. Robert Marzano in the meta-analysis, What Works in Schools (2003), School Leadership that Works, (Marzano, Waters, and McNulty, 2003), and the Standards of the Southern Association of Colleges and Schools Council on Accreditation and School Improvement.

Planning and Organization Standard 3: 3.1 Performance/Action 2

Utilize the available financial resources to enhance student learning and maintain a focus on student achievement.

Assessment Standard 1.1

Performance Action 1: Student data from state assessment results is disaggregated to identify patterns for specific students or groups of students. Grade level and/or content area teachers and administrators collaborate to analyze data to determine learning priorities.

Curriculum Standard 3.2

Performance Action 2: System level personnel and school level administrators work collaboratively to utilize federal, state and local resources to support the student needs and curriculum implementation.

Performance Standard 2: Instructional Planning: The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 4: Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.



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Instruction Standard 2: 2.3 Performance/Action 3

Utilize the standards as the expectation for learning and assess the needs of students prior to instruction. Analyze students' levels of understanding, learning styles, and interests in order to pace and present classroom instruction differently.

Instruction Standard 2: 2.7 Performance/ Action 2

Effectively use technology to provide real world application, to enhance students' research skills, and to differentiate instruction to maximize student learning. The technology activities used promote differentiation and instruction aligned to individual student needs.

To address the needs of student failing to achieve at a level of proficiency we use additional instructional resources outside of those already utilized in the school. One source is SuccessMaker: an educational software program from Pearson Education Inc.

This program offers standards-based reading/language arts, mathematics, and English language development/ESL curriculum. It also provides content learning, with science and social studies lessons incorporated into the math and reading curriculum.

For students who are not performing proficiently, SuccessMaker provides built-in remediation. SuccessMaker uses adaptive software to match the instructional needs of each student. The program's difficulty level adjusts automatically in response to the student's answers, thereby providing a learning experience that is neither too easy nor too difficult. This level adjustment, along with assessment and reporting tools, helps teachers and parents address areas of weakness and recognize progress.

With a strong focus on the most critical math concepts, individualized learning for every student becomes a reality. Embedded assessment finds the appropriate starting point in the curriculum and the program's energetic presentation of content focuses instruction on areas where each learner's skills need to be strengthened.

SuccessMaker delivers content through a highly engaging interface that makes math and reading instruction, practice and assessment fun. The program is highly interactive, addressing multiple learning modalities and making students active participants in their learning and the game-like formats of many activities are challenging and motivating so learners take an active role in wanting to use the program, giving students control over their own education and learning plans.

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:

DAS teacher training for research-based technical programs took place throughout the month of August 2012. The programs were implemented across the curriculum September 4, 2012 and will be ongoing through May 2015. SuccessMaker will be a daily initiative for middle school students. Extended-learning time is built into the master schedule for middle school classes. Participation in the SuccessMaker program will occur each day for at least 25 minutes during extended-learning time. A separate computer lab will be the primary location for the administration of and participation in the SuccessMaker program; however, each classroom is equipped with a bank of four to five computers for individual and immediate remediation, giving each student the opportunity to fill in daily achievement gaps. Teachers will monitor student progress through reports generated from SuccessMaker that can provide immediate feedback from analyzed data. High school teachers imbed SuccessMaker into their instructional plan as an additional tool to meet the needs of individual students' learning gaps. Additionally, SuccessMaker can be accessed from home through the Internet, affording parents the opportunity to participate in this instructional initiative.

Modifications and remediation are already built into the SuccessMaker platform. SuccessMaker ends the guesswork with ongoing, embedded assessment and on-demand reporting making it easy to identify strengths and weaknesses, track progress, meet accountability requirements, and inform instruction.

Write To Learn is another resource that DeKalb Alternative School will utilize to provide flexible, easy-to-use, effective writing assessment and instruction. WritetoLearn has added content and tools for English Language Learners and it offers support for ALL students. By employing automated assessment and instruction features, WriteToLearn helps improve student reading and writing skills while saving teachers' time. WriteToLearn is a flexible online tool that includes summary writing and essay writing activities. The frequent, consistent practice and research-based system helps build both reading and writing skills. Through regular use of WriteToLearn, students of all proficiency levels build confidence and improve scores.

DAS had to be creative in providing supplemental instruction, due to the fact that our students are not eligible for after-school services. SuccessMaker and WritetoLearn are built into the instructional day, no additional transportation is required in order for this service to be rendered. All students receive this service for remediation or review purposes; however our main focus will be those students listed in Tier 1.

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:



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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

The professional development (PD) provided for successful implementation of the FLP will be ongoing and include:

- August 2012 - three eight-hour days of initial training on using SuccessMaker were conducted by a contractor from Pearson Education Inc. These sessions addressed all aspects of the instructional tool in addition to tracking and monitoring student progress and how to access and analyze individual and class reports.
- September 2012 one eight-hour initial training on using WriteToLearn was conducted by a contractor from Pearson Education Inc. This session sessions addressed all aspects of the instructional tool in addition to tracking and monitoring student progress and how to access and analyze individual and class reports.
- Faculty and staff will have on-going job-embedded Professional Development detailing how to use different types of data to drive instruction and to improve student achievement.
- Teachers will meet the first 45 minutes of their planning periods to discuss student growth and plan instruction tailored specifically for at-risk student achievement.
- There will be mandatory scheduled research-based Accountability Talk Presentations by each department during weekly scheduled instructional faculty meetings. Each staff member will responsible for two deliveries per school year, one each semester by content area. Rubrics will be utilized to measure the effectiveness of deliveries.

All professional Learning for the FLP is supplemental to what the district provides. Internal stakeholders will have access to documentation from all professional development related to the FLP stored in DCSD Professional Development Planner.

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 Common Core State Standards Initiative is addressed in both the SuccessMaker and Write to Learn curriculum. These programs include Common Core based rigorous content that remediates and enriches based on immediate feedback from student responses and data readings from the students' answers. The programs offer digitally-delivered, standards-aligned supplemental instruction with the flexibility to implement during the school day and in the home setting.

Beyond the internet-based programs, we will also use the strategy from the Georgia Implementation



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Resource Guide:

Instruction Standard 2.5 Performance/ Action 2

Using diagnostic and formative assessments, teachers group their students in a variety of ways to include whole group, small group, cooperative learning pairs of groups, individual, interest-based, skill-based, knowledge-based, etc. The groups are interchangeable as student achievement progresses.

During daily planning teachers discuss student deficits, as they align and adjust instruction as they follow district pacing guidelines to adequately provide instruction that will promote student achievement. Supplemental instructional tools will remediate learning gaps during daily instruction. Lesson plans are submitted weekly to the instructional assistant principal who reviews all plans and provides feedback and/or in-services to teachers during their common planning periods when additional gains are not evident. Monitoring will occur during daily walk-throughs, group and one-on-one discussions with teachers, and informal/formal student assessments.

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:

To maximize enrollment and attendance of students, orientation sessions will take place for eligible students and their parent(s) and/or guardian(s) at each enrollment period (which is four times per week). The sessions include an overview of the purpose of the FLP and an explanation of the expectations of the program. Emphasis is placed on the flexibility and the possibility of home usage. Students and their parent(s) and/or guardian(s) will be asked to sign a compact stating that: they will come to school each day prepared and ready to give their best effort; they will seek answers to questions they do not understand, along with other expectations.

Additionally, attendance will be monitored closely and phone calls will be made to parent(s) and/or guardian(s) to ensure that eligible students are present to take advantage of the FLP.

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:

Administration will conduct walk-through observations and circulate throughout the building regularly (daily) to monitor that the FLP is being implemented with fidelity and to ensure that rigorous, standards-based instruction is taking place.

Teachers will monitor student progress through immediate data feedback through the reports from



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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.

SuccessMaker and Write to Learn. Teachers will analyze the data collaboratively and submit bi-monthly.

Monitoring will also occur through department chairs and the administrators to ensure that the data is being used to inform teachers on the differentiation necessary for classroom lessons. Ultimately, the administrators, department chairs, and the leadership team are responsible for monitoring the implementation of the FLP. Summary reports will be housed in the Teacher Resource Center for review by internal stakeholders.

FLP costs and expenditures will be monitored by the principal upon approval of the director of Title I. Funds allocated for the FLP will be spent solely on program costs and the principal will sign off on them for approval and documentation. The bookkeeper will maintain the expenditures.

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 FLP will be reviewed by the state, LEA, and local school stakeholders (including parent(s) and/or guardian(s), teachers, and community members). The FLP will be monitored by the School Leadership Team, and instructional assistant principal to assure the fidelity of its implementation and to safeguard assets relative to the plan.

The Principal and Bookkeeper will monitor spending based on the initial budget set forward. As stated previously FLP costs and expenditures will be monitored by the principal upon approval of the Director of Title I. Funds allocated for the FLP will be spent solely on program costs and the Principal will sign off on them for approval and documentation.

Staff handbooks have been provided to all faculty and staff explaining proper handling of school funds, which include but is not limited to failing to account for funds, co-mingling of funds, etc. Internal audits at the school level will be conducted to ensure that assets are safeguarded and/or avoid fraud, waste, and abuse.

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:



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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?

The overall goal is to improve student achievement for all eligible students at DAS. The more specific goals/outcomes will be measured as follows:

- Increase the percentage of meets and exceeds for 6th, 7th, and 8th grade students on the ELA CRCT by 2% each year through the spring of 2015. *(Please refer to goals set in #1.)*
- Increase the percentage of meets and exceeds for 6th, 7th, and 8th grade students on the Math CRCT by 2% each year through the spring of 2015. *(Please refer to goals set in #1.)*
- Increase the percentage of meets and exceeds for students taking an EOCT 2% each year through the spring of 2015. *(Please refer to goals set in #1.)*
- Demonstrate gains on SLO assessments between their pre-assessment scores and post-assessment scores based on the specific student scoring range(s). The increase(s) will reflect 20%, 15%, 10%, 5%, 3%, and 1% gain each year through the spring of 2015. *(Please refer to goals set in #1.)*

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

- Pre-tests/ Post-tests/diagnostic tests – teacher created; standards-based
- Benchmark tests – district created; standards-based
- Student Learning Objectives (SLOs) - district created; standards-based
- Performance-based tasks (i.e. projects, activities, assignments, etc.) - teacher created; standards-based
- CRCT/EOCT – state created; standards-based
- SuccessMaker Reports – nationally created; standards-based
- Write to Learn Reports – nationally created; standards-based

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?)*

Students are assessed using teacher, district, and state created instruments on an individual basis; web-based assessments are embedded in most assessments. Assessment data will be stored in secured teachers' file cabinets; Reports will be filed both by teachers individually and with the DAS Leadership Team in the Teacher Resource Center to comply with FERPA guidelines in maintaining confidentiality and security for all student reports.

Teacher generated Pre-tests (or district SLOs) will be administered within the first three days of student enrollment at DAS. Benchmark Tests will be administered minimally within 6-week intervals and will be stored in secured teachers' file cabinet.

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?)*

Monthly reports can be utilized to monitor student improvement. Common assessments will be



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created to identify gains in domain areas, specifically for math and ELA. Departments can track the progress through 4.5-week reporting sessions.

The evaluation process will include:

- 1) Student enrollment and attendance data
- 2) Electronic time logs SuccessMaker and WritetoLearn
- 3) Professional Development Surveys provided to all DAS faculty
- 4) Assessments, results and analysis
- 5) Stakeholder Survey results
- 6) Program cost – Budget Analysis and Review
- 7) Review and Recommendations to enhance quality of the FLP

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

Attendance records, teacher generated reports in SuccessMaker and WritetoLearn, and student usage logs will be used to collect and analyze participant feedback. Additionally, student surveys will be used to collect data on student interests and connections to content.

Teachers will collect samples of student work and/or assessments daily. Teachers will collectively analyze the data and develop a plan to meet the needs of eligible students. Feedback will be provided on student progress to all stakeholders involved every 4.5 weeks.

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

Communication for parents and guardians will occur every 4.5 weeks through student reports and/or flyers home, and specific communications regarding individual student progress.

- G. Describe the LEA's/school's plan for informing stakeholders regarding results of the program evaluation, effectiveness of the program, and ongoing program improvement(s).

Stakeholders will be informed of the results of the program through school newsletters, student reports and flyers. FLP teachers will communicate student growth with parents by phone, conferences, or email and progress reports.