



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

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

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

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



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LEA FLP Set-aside: \$ 128,276

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. \$ 0.00

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. \$ 0.00

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

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



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

5% Required Set-Aside \$ 128,276

Custom Set-Aside for FLP above the Required 5% \$ 0.00

NCLB Choice Transportation \$ 0.00

Name of School	Title I, Part A School Allocation	Personnel Costs	Contracted Services Cost	Supplies and Materials Cost	Evaluation Costs	FLP Transportation Costs	Professional Learning Costs for FLP Instructional Staff for Focus Schools (Title I Alert Schools, if applicable)*	Other Expenses
Drop Down List: LEA Schools  Bainbridge Middle School	Projected \$450,000	Certified teacher-\$77,000	0.00	Supplies including paper, print cartridges, and spiral bound notebooks - \$1000	Parent and student survey – \$150.00	0.00	Professional learning provided by GA Achievement solutions in conjunction with iLearn staff and by in house experts or consultants and substitutes as needed \$500.00	0.00

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



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**Priority Schools Required Professional Learning**

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

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

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



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FLP Components

<b>School:</b>	Drop Down List: LEA Schools
<p>1. Using school level disaggregated data, identify and explain the areas of need that will be addressed by the FLP offered at each school:</p> <ul style="list-style-type: none"><li>• Core content area(s) <b>Math</b></li><li>• Subgroup(s) <b>Economically Disadvantaged (ED) which will include a number of Students with Disabilities (SWDs)</b></li><li>• Graduation rate(s) <b>N/A</b></li></ul> <p>Note: The LEA must identify the measurable performance goals and outcomes to be met.</p>	
<p><i>Response:</i></p> <ul style="list-style-type: none"><li>• Core content area(s) Math</li><li>• Subgroup(s) Economically Disadvantaged (ED) which will include a number of Students with Disabilities (SWDs)</li><li>• Graduation rate(s) N/A</li></ul> <p>Based on the 2012 Spring Needs Assessment, the content area in which students are struggling most at the school level and the one in which students are performing significantly below the state average is math. The State Longitudinal Data System (SLDS) summary data for 2012 CRCT administration showed that 78% of all students met or exceeded on the math section with 22% not meeting state standards. In Reading, 94% met and 6% did not and in Language 92% met and 7.8% did not meet standards. Further disaggregation shows that there were there were significant gaps between all students and the subgroups of Economically Disadvantaged (ED) and Students with Disabilities (SWD). The SLDS summary data revealed that ED students did not meet standards as follows: 9% in Language, 7% in Reading, and 27% in Math as compared to their non ED counterparts which did not meet as follows: 4.4% in Language, 3.6% in Reading, and 10% in Math. In addition, the SWD subgroup also performed at a lower rate than their non disabled peers. Data revealed that SWDs did not meet standards as follows: 53% in Language, 34% in Reading, and 70% in Math as compared to their counterparts who did not meet at the following rates: 3.4% in Language, 3.3% in Reading, and 18% in Math. The data supports that Bainbridge Middle's greatest need is in the area of mathematics and that students in the SWD and ED subgroups have the lowest performance.</p> <p>The overarching goal is to improve performance for all participating FLP students on the Math CRCT by 5% a year for three years. The goal of FLP is to reduce the gap among the target FLP group and the non-target FLP group by .25 standard deviations.</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>This school is a seventh and eighth grade school only. The selection criteria will be students who are not meeting standards (as determined by state math assessment – students' scores on their 6th grade CRCT in mathematics for current 7th graders and students' scores on their 7th grade CRCT in mathematics for current</p>	



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2. Describe the multiple educationally related selection criteria by core content area served with the weighting that will be applied to the criteria per school to determine the rank order list of eligible students by greatest academic need.

8th graders) ranking highest weight scores (those farthest away from meets) to lowest weight in the did not meet (DNM) category (those closest to meeting) and number of times retained or placed in grades 3-7. Retention or placements will be the result of a DNM score on the math CRCT at any time in their school career in grades 3-8. Weights are determined as follows: on scaled scores on the CRCT, 770-779=3, 780-789=2, 790-799=1 and on number of times retained or placed in a grade due to DNM on the math CRCT in grades three through eight, those retained/placed every year based on CRCT math scores were assigned a 6, 5 times =5, 4 times=4, and so on through 0. Multiples filters are applied to the spreadsheet so that students receiving the highest weights (those with the lowest test scores and most retentions/placements and those in the F/R category in Tier I) receive services first. 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.

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:*

iLearn math is a research-based, web-based, multi-layered suite of digital tools designed to teach the Common Core math standards via on grade level instruction and/or remediation/intervention; provide for conceptualization of math; and integrate audio, graphics and visual simulations to address differentiation. Extensive research has demonstrated success in Title I schools in Georgia and California with economically disadvantaged, minority and SWD subgroups (Collins, 2011). Aligned to the Marzano meta analysis research and Teacher Keys (evaluation criteria for instruction in standards-based classrooms in Georgia), the strategies in iLearn are the inclusion of a diagnostic screener and progress monitoring tools, identification of learning gaps and feedback, the provision of instruction to mastery, the utilization of open ended questions requiring students to demonstrate logic, an alignment to rigorous state standards, the provision of instruction in English/Spanish, and a student growth reporting tool for targeted practice. Combining the iLearn software with Science Technology Engineering & Math (STEM) performance tasks will be a long term goal and will strengthen the services and assist students in the transfer of knowledge and skills to real-world problems. Research supports the premise that learning occurs best when students engage in finding real solutions to real-world problems. If knowledge and skills being taught are supportive of problem-solving efforts outside of the classroom then the goal of developing 21st century skills has been met (Fortus, Krajcikb, Dershimerb, Marx, & Mamlok-Naamand, 2005). When teachers introduce students to information, knowledge and skills in the context of problem solving rather than simply as facts, they are much more likely to retain and apply them to problems in new situations in the future.



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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:*

This school uses its regular Title I money to reduce class size during core content instructional periods. The iLearn lab will be operated during a connections class (45 minutes) for eligible students and students will be scheduled the intervention as one of their connections periods. FLP services began on August 3, 2012 and will end on May 23, 2013. Students have two connection blocks and rotate class assignment in band, PE, art, computers, and/or Health over various nine week grading periods. Students will participate in FLP all year as one of these connections periods unless student demonstrates significant growth before the end of the school year using multiple assessments as identified in 10B. In addition, a before school lab, if needed, will operate 30 minutes prior to the start of school each day of the week for eligible students that is in addition to the connections FLP. Leadership and instructional staff are committed to providing targeted help for students in their area of need while simultaneously ensuring that the student complete all required courses at the middle school level. Utilization of A3 (online RTI tool) will be used to monitor performance in all classes and constant contact between the FLP and other instructors will be maintained. The student/instructor ratio will be maintained in a range not to exceed 1/22. Progress monitoring will be performed via the tools and formative assessments embedded in the iLearn program as one measure. Students will begin with a diagnostic screener/placement test which will identify learning gaps to which instruction will be targeted. In addition, students will take chapter and unit assessments and benchmark assessments as they progress in the assigned learning path. Program modifications will be made based on formative assessment results. No transportation is required beyond that provided by the school system to and from school. The program will be operated in compliance with all Title I laws and regulations. In summary, the delivery model has been structured in order to provide maximum time for students to participate in FLP.

5. Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor to ensure that:
- Instruction is tailored to the needs of participating students
  - Instructional strategies are effective in helping at-risk students achieve success

*Response:*

Professional learning will be provided by GaAchievementSolutions in conjunction with iLearn staff and by in house experts or consultants. Approximately 25-30 hours of initial training (summer 2012) and follow-up training will be provided during the instructor's planning, professional learning, and/or after school to ensure that the instructor can implement the program with fidelity. The program tailors instruction to the needs of participating students through flexible entry and exit points. Pretest can be administered followed by prescriptive instruction or teachers can assign specific standards, strands, or tasks in which students are struggling. The internal progress monitoring tools in the iLearn program are called iKnow Math. The tools provide for diagnostic testing for the establishment of a baseline, and can be used as formative assessment to adjust instruction as well as to measure growth. The strategies included in iKnow are similar to those used in related program iPass. iPass is intensive math intervention that identifies student gaps in math, provides instruction to mastery, requires that students show their math work, uses Common Core Georgia Performance Standards (CCGPS), and differentiates. As verified by success at lower grade levels within the district and by users throughout the state, iPass has proven successful in helping at-risk students achieve





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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

success. In order to closely monitor the success of the FLP, ensure alignment with CCGPS standards, as well as a need for further professional learning and support, weekly reports will be reviewed by the instructor/s (lab and regular), by the math academic coach, by the department chair, BMS principal and FLP instructor (to be paid for by Title I/5% FLP set aside). Classroom observations by those noted above will also be scheduled on a regular basis and observation of implementation will inform the need for additional professional development.

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 math as evidenced by successful course completion and growth on CRCT scores. Once students are identified and tested the goals could narrow if any patterns of math weakness are identified. Until that time broader goals are more appropriate. The activities provided during the FLP will be aligned 100% to the CCGPS in 7th and 8th grade mathematics. The math academic coach will work collaboratively with the FLP instructor on a weekly basis to review data analysis, lesson plans and instruction to ensure alignment. The School Improvement Specialist can also serve as an external reviewer. In the iLearn programs, alignment to the CCGPS was performed in the development stage and evaluated by external groups. Walk throughs will be conducted by school administrators, federal programs director and assistant superintendent to ensure that instruction is aligned to the instructional plan.

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 will identify students in most need and those who rank highest will be served first. Given that the preponderance of the program will be operated during the regular school day, attendance will not be a problem. In order to secure enrollment parents will be contacted for approval of their child being placed in the program. However, sessions will be scheduled to ensure that parents fully understand the FLP, benefits of participation and strategies which can be used to support their children in the learning process. In order to secure enrollment in the before-school portion, parent contacts will be made (FLP instructor, counselor, Advisor, Parent Involvement Specialist, Administrators, math coach, et al), transportation will ensure that students arrive in sufficient time, and a grab and go breakfast will be provided by school food services.





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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.

*Response:*

Weekly Reports will be reviewed by the instructor/s (lab and regular), by the math academic coach, by the department chair, Special Education chair, BMS principal, and FLP coordinator. Class observations utilizing the Classroom Communiqué or other specifically created template in Observations360 will be used by those listed above for ongoing monitoring. Observations360 is a web-based evaluation tool linked to PD360 which allows the observer to align videos to areas of need identified by the monitoring. Ongoing observations will be scheduled on a regular basis and the program will be monitored by the iLearn consultant, the Sped Department Chair and the Asst. Supt. for Secondary Curriculum. For any reporting purposes, observation reports can be pulled from Observations360. All purchases, personnel and professional learning costs will require approval by the Federal Program Director who will also monitor financial reports on a monthly basis. In addition, the FLP instructor will add documentation to the spreadsheet of students served by reporting subsequent grades in math classes, benchmark assessment scores, and other data so that a determination of program success and needed adjustments can be made. The Assistant Principal who oversees the FLP, in conjunction with the principal, Asst. Supt and Federal Programs Director will share responsibility for monitoring and implementation. Note: Special Education personnel have been included in the development and review of FLP and understand the rules and regulations. The Special Education Director and Dept Chair understand that the FLP program for students who are identified as students with disabilities is supplemental to what is written in each student's IEP and that the FLP instructors may not provide services that are required by a student's IEP. All services required by a student's IEP must be provided by special education. This does not mean that a student with disabilities would not be allowed to have preferential seating or shortened assignments as a modification to assist in their learning. However, it does mean that if the student's IEP required the student to have assistance of a paraprofessional in all of his/her classes, Title I would not be responsible for paying the paraprofessional's salary for the time the student is in FLP.

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 Superintendent, Chief Financial Officer (CFO) and Title I Director have information on the appropriate use of FLP monies. Guidelines are disseminated at an Administrative Council meeting and/or sessions are conducted to provide guidance to targeted principals. Submissions are reviewed and approved by the Director and CFO for compliance with guidelines and standard accounting procedures. Purchases are tracked using established procedures and site visits are held as part of the monitoring process. Internal controls procedures manual and the procedures within are shared with administrators at monthly administrative council meetings, monthly principal meetings, and on on-site visits made by the Federal Programs Director. Each year a training session is held to review internal control procedures and on the prevention of fraud, waste, and abuse at each school site.

Funds are tracked using a separate fund and program codes in the accounting system PCGensis (PCG) and



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9. Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.

multiple layers of separation of duties to ensure proper internal controls. The budget will be entered into PCG based on the budget approved through the Consolidated Application.

A multi-tiered purchase order system is in place to ensure all funds are approved, encumbered and spent according to the approved plan.

- Principal initiates Purchase Order (PO)
- Supervisor/Grant Director approves PO ensuring compliance with guidelines for the expenditure of monies
- CFO also approves PO after Supervisor/Director has approved the PO
- Purchasing Clerk assigns PO#, encumbers against budget by entering into accounting system and mails back to requestor.
- PO's forms are 4-ply.
  - o White copy goes to vendor with order.
  - o Pink copy is for Accounting
  - o Gold copy is for request
  - o Yellow copy is submitted for payment
- Supervisor or Warehouse Personnel receive goods, checks against original order, and sends in PO (yellow copy) approved (by Supervisor/Director) for payment.
- Accounts Payable clerk matches invoices to receiving copy of PO and enters into AP system.
- AP Clerk prints checks (with detail posting to the General Ledger).
- CFO reviews checks and check register.
- Secretary mails checks.

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?)**

Goal: The overarching goal is to improve performance for all participating FLP students on the Math CRCT by 5% a year for three years. The goal of FLP is to reduce the gap among the target FLP group and the non-target FLP group by .25 standard deviations.

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

The assessment instruments will include the state CRCT (state assessment used to determine proficiency of content standards in grades seven and eight), Decatur County Schools' benchmark/performance assessments (common assessments developed by academic coaches and/or



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teachers, aligned to content standards, scanned and analyzed using Edusoft), and iLearn assessments (web-based formative and summative tests which are aligned to CCGPS and require students to show work and/or explain logic).

***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?)***

Bainbridge Middle School will administer a pre/test using the iLearn program (within the first week students are enrolled), will administer periodic formative assessments within the program (approximately every two weeks), will administer benchmark and/or performance assessments (each nine week grading period), and the CRCT will be administered to students in the Spring of 2013. iLearn results are posted within the software program; benchmark results are available in Edusoft; and CRCT scores are available via Student Longitudinal Data System, Infinite Campus, and A3(RTI tracking software program). The FLP instructor will maintain a data chart/spreadsheet tracking the performance of students across all assessments and which includes grades and attendance. The school/system maintains assessment information to ensure confidentiality via written procedure and annual review. Electronic data are safeguarded by passwords, only personnel who have a need to know have access to electronic files, and staff are provided trained and routine reminders about safety protocols.

***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 FLP will maintain data as outlined in C above. The collection, analysis, presentation/publication of results to stakeholders and using the data to make program improvements are all pieces of the school's data analysis plan. The effectiveness of the FLP will be determined by having 75% of participating students demonstrate one or more of the following: (1) meeting the bar (passing the course and/or CRCT), or (2) significant growth (see Note) , or (3) evidence generated by a product (showing adequate or above understanding by meeting multiple rubric criteria).

NOTE: for growth the recommended procedures are

- Test all students in a grade at the beginning of the school year/program. Determine the mean and standard deviation for the scores for two groups: all students and students in the target group(s).
- Express the mean score of the target group as a Z score, which reflects the size of the difference in the mean of the target group and the mean of the population as a whole in terms of the number of standard deviation units by which the groups differ (the "gap").
- Retest all students at the end of the school year.
- Results to be represented as:
  - o Pre- and post-test scores for all students
  - o Pre-and post-test scores for students in the targeted subgroup

The goal at the end of the year is for the target group to increase its mean score at a higher rate than the increase in the population mean score. For BMS FLP, there is an expectation of two outcomes: 1) one in terms of the effect size, and 2) one in terms of statistical significance.

1. The first is in terms of "effect size", which means the magnitude of the gain expressed as a fraction of the standard deviation for the population as a whole. The What Works



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Clearinghouse has ratified a consensus in the education research literature by defining a "substantively important" effect size as a change of .25 standard deviations. (An effect size of .25 is a change in the Z score of .25). Thus, a reduction in the size of the gap between the target and population groups by .25 standard deviations would be a "substantively important" reduction. That means, for example, that if the Z score of the target group at the start of the school year is -3.00, that score would need to be increased to -2.75 or more to be considered "educationally significant."

2. The second is in terms of the statistical significance of any reduction in the gap between the target group and the population as a whole. For BMS FLP this is defined as improvements in scores that are statistically significant on an appropriate non-parametric statistical test, with a significance level of  $p = .05$ .

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

A pre and post survey in a home language will be administered to students and parents via paper/pencil or computer with results collected, analyzed and discussed with stakeholders during school improvement sessions, during individual student and/or parent meetings, and with Advisors/Counselors/other as needed. As is done when the Balanced Scorecard or SACS surveys are administered, parents who do not have a computer with internet access may access the online survey at the school site in the Parent Resource room or lab, at the District's Support Center in the Parent Resource room or lab, or at the public library. Each of the aforementioned is open at varying times which include routine early mornings, week days, most afternoons, and periodic evenings and weekends. In the case of a parent/guardian who does not read, an interview will be conducted by the FLP instructor or other support staff. Results will be shared with all stakeholders via the school newsletter, the website, article(s) printed in the Post Searchlight (local newspaper), and school meetings. Results will also be shared at summer school improvement sessions and at the annual Title I Meeting in which parents will be invited to attend and participate in evaluation and revision of the Flexible Learning Plan.

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

Parents will be made aware of student progress in multiple ways. One method is via the iKnow reports which specify the standards that have or have not been mastered. Similarly, benchmark reports will be generated from Edusoft and provided to parents. With test items aligned to the CCGPS, Edusoft reports will be run by standards to indicate areas of success or need. When a product is generated by the student as a measure of mastery, that product is scored against a rubric. The student has often used the rubric to self assess prior to analysis by the teacher. The rubric itself will be used as a communication tool to identify areas of mastery and/or next steps to take toward the goal. Although the next method provides less specificity, the parent portal is available for parents to access grades. Even though the system has been working toward standards-based grading, there are a number of parents who only understand success as indicated by a grade of 70 or higher. Finally, progress will be explained through teacher/parent communications---email, phone, or face-to-face meetings. Although the reports discussed above will be sent home, it is during thorough conversations, discussions and demonstrations that parents will better understand what the student knows and is able to do, what the student has yet to master, and what the next steps are in the process.



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Results will be shared with all stakeholders via the school newsletter, the website, article(s) printed in the Post Searchlight (local newspaper), and school meetings.

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

The results of the FLP program will be shared with stakeholders during School Council meetings and during school improvement sessions held on a periodic basis where such program reviews/revisions are conducted. An overall summary evaluation of the program will be completed including data analysis and survey results and a copy will be provided to enrolled FLP students and their guardians. Results will also be shared at summer school improvement sessions and at the annual Title I Meeting in which stakeholders will be invited to attend and participate in the evaluation and revision of the Flexible Learning Plan. Result summary will also be shared via school newsletters, posted on the district and school website, and shared in local newspaper articles. This evaluation will also be shared and used as part of ongoing school improvement work at the school and district level. In addition, the school will conduct a parent training session specifically targeting parents and family members of those in the iLearn program. To encourage student participation per the guidelines and rankings, ideas from students will be solicited that could include infomercials, articles for the newspaper or posted on the web, success stories, additional privileges, or other.