

Request for Flexibility 2016-17 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME: Findley Oaks Elementary School

CONCEPT NAME: School calendar waiver for full release days

- Include additional collaborative planning on the master calendar.
- Provide professional development in the areas of project-based learning.
- Provide professional development in the areas of developing student leadership skills.

STRATEGIC INITIATIVE: Provide additional professional development for instruction to address specific growth and achievement needs of sub-groups.

Concept Summary	
<ul style="list-style-type: none"> • Describe the need/challenge that your school seeks to address. 	<p>As a school, we want to show measurable growth for all students, including academic growth for students in all subgroups. However, there has been a decline in the overall CCRPI scores due in part to achievement drops. Specifically, there is a decline in achievement scores in our subgroup populations from 2012 to 2014. We believe a focus on developing the leadership skills and strategies needed to implement project-based learning will help us achieve the goal of improving student growth in all areas and for all students. Our main challenge is finding common professional development (PD) time to empower teachers to help them achieve these goals.</p>
<ul style="list-style-type: none"> • Describe the proposed concept, and explain how it addresses the need/challenge identified above. 	<p>Four (4) Full Release Days in the months of September, October, November, and April to allow time for PD on project-based learning (PBL) as well as time to create PBL lessons/units. This time will also be used to create lessons/units that develop the leadership capacity of students in order to prepare them for the implementation of PBL. Additionally, this time will be used as dedicated collaborative planning time for teachers. Finally, these initiatives will be addressed throughout the school year as job-embedded PD. Each of the four PD days would include time for training in the morning, collaboration time to plan the units in the middle of the day, and time for feedback from previously implemented strategies at the end of the day. This concept is directly related to our School Strategic Plan's Long Term Outcome 1: Increase student growth for every student and Long Term Outcome 2: Increase student critical thinking skills across all content areas. The purpose of this concept is to enhance teacher instruction that will provide all students with an academically challenging environment.</p>
<ul style="list-style-type: none"> • Include any research or evidence that the concept 	<p>Learning Forward (2011) explains, "For most educators working in schools, professional learning is the singular most accessible means</p>

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<p>will positively affect your school’s student population. If no research exists, please articulate the rationale for the likelihood of success of the concept, and describe your plans for risk mitigation.</p>	<p>they have to develop the new knowledge, skills, and practices necessary to better meet students' learning needs.” While Findley Oaks has been providing professional learning for years, our data shows that student achievement is not improving in all areas. Therefore, the school would like to find different, more effective methods for PD. We believe that the combination of release days and job-embedded learning would be an extremely effective method for delivering powerful and sustainable PD to build the capacity among our staff for high-level instruction for all students.</p> <p>Knight (2007) explains, “When teachers receive an appropriate amount of support for professional learning, more than 90% of them embrace and implement programs that improve students’ experiences in the classroom” (pp. 3-4). Research also shows that PD must include designated time for follow up and continuation if it is to have a lasting effect on teachers and, by extension, their students. Walker, Recker, Ye, Robertshaw, Sellers, & Leary (2012) found that with professional learning consisting of three face-to-face workshops separated by a period of classroom implementation and follow-up activities over the course of three months, teachers’ implementation of the instructional strategies covered in these workshops improved from the first to the second implementation. This was evidenced in the students’ self-reported knowledge gains (Walker et al., 2012). Scheduling several days throughout the year for this specific professional development initiative will allow for this recommended follow-up and continuation time that will support our teachers and benefit our students.</p> <p>Additionally, Learning Forward (2011) claims, “Professional learning within communities requires continuous improvement, promotes collective responsibility, and supports alignment of individual, team, school, and school system goals.” By allowing for the whole school to have simultaneous full release days, the teachers in the building would be free to collaborate with each other in learning communities. This would not be possible if substitutes were brought in to cover one grade level at a time on separate days.</p>		
	Project Outcomes	Short-Term Goals	Long-Term Outcomes

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<ul style="list-style-type: none"> Outline the expected results in the columns to the right. Add additional rows as necessary. 	<ul style="list-style-type: none"> Time for collaborative planning for teachers Professional development to develop, train, plan for, execute, and allow ongoing follow-up training for: <ul style="list-style-type: none"> ○ Project-Based Learning (PBL) ○ Developing leadership skills in students 	<ul style="list-style-type: none"> Increase teacher proficiency in project based learning strategies via professional development Increase student achievement using project-based instruction Increase students' opportunities to take on leadership roles within the school and community 	<ul style="list-style-type: none"> Increase measurable growth for every student Increase student critical thinking skills across all content areas
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Waiver(s) Requested

<ul style="list-style-type: none"> List any waivers from state law, regulation, and/or rule required to implement the concept. (Facilitators will identify the specific laws, regulations, and/or rules requiring exemption.) 	<p>SBOE Rule 160-5-1-.02 School Day and School Year for Students and Employees. GA State Law- Code sections: O.C.G.A & 20-2-151 (b) sets out the number of hours of instructional time for educational programs. O.C.G.A & 20-2-168(c) sets out the number of instructional days per year.</p>
<ul style="list-style-type: none"> List any flexibility from Fulton County Schools' policy required to implement the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.) 	<p>We seek to waive Fulton County Board Policy: Policy AE- Applicable School Year, which states: "The school year shall consist of 180 teaching days or the equivalent, except in the event of emergency school closures" for the next school year (2016- 2017).</p>

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Impact on Students and Families, Personnel, Departments, Processes, and Schools

<ul style="list-style-type: none"> • List any impact of the concept on the following: <ul style="list-style-type: none"> ▪ Students and families; ▪ Personnel; ▪ The school schedule; ▪ Transportation; ▪ School nutrition; ▪ Teaching, learning, and assessment; ▪ Other schools; and ▪ Any other area not addressed above. 	<p>Students and family: Families will have to coordinate childcare on the professional development days. We will give as much advance notice to families about the dates of these PD days. Findley Oaks will make every effort to plan these days alongside an additional student holiday or on Mondays or Fridays as to try to help parents with potential childcare needs. In doing so, parents can potentially enjoy a longer weekend and/or travel with their children that would otherwise result in unexcused absences. For students with IEPs, we are in contact with the district to determine what implications, if any, there will be on fulfilling IEP requirements.</p> <p>Transportation: Professional development whole days will have a positive impact on transportation as it will save the county money on gas. The bus routes for our elementary school will not have to run on these days. Additionally, bus drivers' salaries will not be affected as they will still be able to drive their routes for the middle school and high school those days.</p> <p>Personnel: All staff would be involved in the professional development, including support staff such as instructional paraprofessionals, specialists (Music, Art, P.E.), media specialist, etc.</p> <p>School Nutrition Will not be needed on these 4 days. FCS will directly handle Nutrition staffing on release days.</p> <p>Other Schools: Principal is working to collaborate with feeder schools to see if coordination of release days is possible.</p> <p>School Schedule: While the school schedule will be impacted by having four fewer days in the instructional calendar year when we are receiving the professional development, the students will benefit more throughout the year and following years as teachers apply the knowledge and skills they develop through the professional development.</p> <p>Teaching, Learning, and Assessment: The benefit of the time spent in professional learning will outweigh the cost of lost instructional time for students.</p>
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Budget

<ul style="list-style-type: none"> • Please use the budget template on the next page to provide the estimated costs 	<p>Money from Seed Fund has been requested. If needed, Cost Center budget will be adjusted to address the cafeteria labor/nutritional costs from the proposed professional learning days. We plan to seek</p>
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<p>of the proposed concept. In the space to the right, please identify, to the extent possible, how you plan to modify your school budget to cover additional costs. If applicable, identify external funding sources.</p>	<p>funding from the Seed Fund to cover the cost of our professional learning initiatives.</p>
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**Request for Flexibility
2015-16 Proposal**



INSTRUCTIONS: Please enter the expected costs of your concept for the applicable school year(s). To calculate the totals for the Amount Budgeted columns, highlight the entire table, and press F9. You may customize the budget items.

SCHOOL NAME: Findley Oaks Elementary

		<i>2016-2017 (FY 2017)</i>		<i><Insert School Year></i>		<i><Insert School Year></i>		
Budget Item	Item Description (Include quantities if applicable)	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Notes
Teacher(s)		0		0		0		
Paraprofessional(s)		0		0		0		
Support Staff		0		0		0		
Additional Pay (certified)/Overtime (non-certified)		0		0		0		
Equipment		0		0		0		
Supplies/Materials	Books for book studies and supplies for implementation of student leadership initiative.	\$9500	Seed Fund	0		0		
Professional Development		0		0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		

Request for Flexibility
2015-16 Proposal



Supplements		0		0		0	
Other Professional Services		0		0		0	
Other	Nutrition	\$2260	Seed Fund	0		0	
GRAND TOTALS		\$ 11760		\$ 0.00		\$ 0.00	

*When determining the *Amount Budgeted* for personnel costs, the principal should consult with the Learning Community Human Resources Director.

**For the *Proposed Funding Source(s)*, please indicate which of the following funding sources you intend to use: General Fund, Student Activities Fund, School Foundation/PTA, FCS Seed Fund, Grants, or Other (please specify the source).