

Request for Flexibility 2015-16 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME:	Ocee Elementary School
CONCEPT NAME:	TAG Model Flexibility
STRATEGIC INITIATIVE:	Promoting HOTS and Rigor and Student Engagement

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>The current elementary school delivery model for gifted service in Fulton County Schools is 5 segments of service totaling 225 minutes for grades K-3 and 250 for grades 4-5. This current model limits the number of minutes TAG students can attend math class (which is approximately 60 minutes daily for general education students). In order to increase the amount of time TAG students are in math class, we need flexibility in serving them through the Resource Model. The current TAG Resource Model impacts the delivery of new concepts in the general education setting on TAG days as TAG students are not responsible for material presented in that setting on TAG days. Therefore, TAG students have traditionally had only 4 days of math instruction per week, 20% less than non-TAG students. With the added rigor of Georgia Standards of Excellence in the curriculum, we believe that 20% deficit could negatively impact TAG students' understanding of math and their ability to apply what they learn in STEM activities.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>We will schedule math in all or most grade levels during the first period of the day, and TAG students will be scheduled for math classes during the morning session in departmentalized grades whenever possible. Students will participate in accelerated, advanced, or on level math classes according to their demonstrated need. TAG teachers will teach accelerated or advanced math classes (with TAG and non-TAG students) during the first period for at least 60 minutes. Students will potentially miss between 15-30 minutes of their TAG gifted instruction in the Resource Model class. (Students in grades K-3 may not necessarily have less TAG instruction as they are only required to have 225 minutes per week while 4th and 5th graders are required to have 250 minutes.) TAG teachers will meet with general education teachers to share strategies for math instruction targeted to help students develop higher order thinking skills. Additionally, all Ocee teachers have recently taken the Curriculum and Strategies TAG course (50 hours of instruction focused on specific TAG teaching strategies to foster the use of higher order thinking skills).</p>
<p>3) Include any research or evidence that the concept</p>	<p>A 2004 study by Robert Balfanz and Nettie Legters at Johns Hopkins University found that many ninth-graders who fail algebra and are</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>held back from entering tenth grade end up dropping out of school. While students at Ocee are typically high-achieving in math (and all subject areas), we also know that the state’s adoption of the Georgia Standards of Excellence “has shifted the curricula across the state to hone aptitudes in critical thinking and problem solving” (“Do the Math!” Wilson, <i>Harvard Graduate School of Education</i>. N.p., n.d. Web. 30., Oct. 2015.). As we raise the bar on math, students are learning more complex subjects earlier on in their educational lives. This trend is particularly pronounced in elementary school, where the math curriculum now introduces more complex mathematical concepts much earlier in students’ classes. Ensuring that all students spend an appropriate amount of time on math instruction will better allow our students to master mathematics and provide a strong foundation for their futures. (Read more: http://www.gse.harvard.edu/news/ed/13/01/do-math) Additionally, the latest NAEP (2015) results show that while Georgia’s 4th grade students made slight gains in the area of reading, scores in math for 4th grade students decreased. Scores in math for the country overall at grades 8 and 4 decreased in 2015 from scores at those grade levels in 2013.</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p> <p>Teachers and students, including TAG students, will participate in a full hour of math instruction on each of 5 days in order to work towards student mastery of math standards.</p>	<p>Short-Term Goals</p> <p>All students will receive math instruction 5 days per week for at least 60 minutes a day. As a result, teachers will be able to introduce new material each day as opposed to the current practice of not introducing new math material on TAG days due to the absence of TAG students.</p>	<p>Long-Term Outcomes</p> <p>Math scores on the GA Milestones (grades 3-5) and on the Iowa Test of Basic Skills (grades 3 and 5) will show an increase due to a 20% increase in instructional minutes for TAG students. Growth percentile scores for TAG students as demonstrated on the STAR Math tests will increase.</p>
<p>Waiver(s) Requested</p>			
<p>5) List any waivers from state law, regulation, and/or rule required to implement the concept. (Facilitators will identify the specific laws,</p>	<p>Ocee requests a waiver of State Board Rule 160-4-2-.38, Section (g), which states that “students identified as gifted and whose participation has received parental consent shall receive at least five segments per week (or the yearly equivalent) of gifted education services.” We are requesting that our students receive 4 segments of TAG in the Resource Model and one segment of TAG through the</p>		

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<p>regulations, and/or rules requiring exemption.)</p>	<p>Advanced Studies Model (which would be the math class). This has been described as a Hybrid Model (a combination of two different delivery models).</p>
<p>6) 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>	<p>FCS Board Policy IDDD governs the instruction of intellectually gifted students and states that, “The enriched curriculum will be delivered through appropriate delivery models implemented consistently throughout the School System.” Currently FCS requires that all schools implement the full day resource (pull-out) delivery model for gifted instruction. We are requesting flexibility from the Local Resource Model such that students attend TAG for 4 segments – Resource Model – and 1 segment – Advanced Studies Model - as opposed to 5 segments per day through the Resource Model. TAG students will still receive 5 segments of services, although through two different delivery models. At this time, we anticipate 4 TAG students in the 4th grade (2016-17) who will be instructed on level and 12 - 5th grade TAG students who will be instructed on level. We would potentially not receive FTE funding for the district for those 16 students. However, as we will have 4 TAG certified teachers providing math instruction to advanced or accelerated TAG students on all FTE days next year (as opposed to the two TAG teachers who normally are responsible for FTE TAG funding), we could potentially recoup funding for more than 12 students.</p>
<p>Impact on Students and Families, Personnel, Departments, Processes, and Schools</p>	
<p>7) List any impact of the concept on the following:</p> <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 Families:</p> <ul style="list-style-type: none"> • Families will receive extensive communication about the change in the type of TAG service models within which gifted students will receive services. <p>School Schedule:</p> <ul style="list-style-type: none"> • This proposal allows for uninterrupted, consistent math instruction for all students. • Ocee administration was able to schedule math during the first period for all grade levels this year (2015-16), and we anticipate that we will be able to prepare a similar schedule for 2016-17. We will try to schedule all or most TAG students during the morning sessions of math in departmentalized grades. • Ocee TAG teachers will be teaching advanced or accelerated math classes daily. • TAG teachers at Ocee have reviewed this RFF proposal and specifically noted that they can, under this plan, continue to provide the same instruction, units, and materials for TAG classes in grades K-5 as they have in the past, even with the loss of 15-30 instructional minutes in the Resource Model segment.

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Budget	
<p>8) Please use the budget template on the next page to provide the estimated costs 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>There will no impact on the school budget.</p>

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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: Ocee Elementary School

Budget Item	Item Description (Include quantities if applicable)	<Insert School Year>		<Insert School Year>		<Insert School Year>		Notes
		Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	
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		0		0		0		
Professional Development		0		0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		
Supplements		0		0		0		
Other Professional Services		0		0		0		
Other		0		0		0		
Other		0		0		0		
GRAND TOTALS		\$ 0.00		\$ 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).