INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME:	Ocee Elementary School
CONCEPT NAME:	Waive Class Size
STRATEGIC INITIATIVE(S):	Data Utilization; Staff Development Opportunities - Higher Order Thinking/Rigor; Student Enrichment

Concept Summary	
1) Describe the need/challenge that your school seeks to address and identify how this need/challenge is outlined in your school strategic plan.	In order to promote staff development opportunities, provide time for team planning, and offer student enrichment, we are seeking to eliminate the need to staff itinerate teachers for P.E., art and music. This will allow us to use the funds to provide additional learning experiences for teachers (i.e., coaching or professional development regarding inquiry-based learning), more PLC time for teacher teams, and enrichment activities for students (i.e., STEAM lab and/or computer lab, etc.).
2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.	With a population of approximately 750 students, we earn one day for an art itinerant teacher and two days of a music itinerant teacher. If we did not utilize itinerant teachers, we could schedule special area classes differently and use the resulting additional funds to hire other staff or provide enrichment activities for students or professional development opportunities and PLC time for teachers. All students would continue to receive art, music and PE the same number of days as they do currently, and one additional class period each week would be scheduled (i.e., computer class, STEAM lab, etc.). This 5th special class would be used by teacher teams to collaborate or receive professional development as needed.
3) Include any research or evidence that the concept 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.	Abundant research exists to support the idea that professional development for teachers improves the quality of instruction and also that inquiry-based learning positively impacts how students learn and introduces rigor to the learning process. In a 2010 paper titled "Why professional development matters," Hayes Mizell of Learning Forward discusses the research supporting professional learning for teachers: "When asked what they want for their children, parents, and community members overwhelmingly agree that they want the best teacher possible in every classroom. Research confirms that the most important factor contributing to a student's success in school is the quality of teaching. While parents may not be familiar with the research, they are united in their desire to ensure great teaching for every child. Professional development is the most effective strategy schools and school districts have to meet this expectation." All effective teaching is the result of study, reflection, practice, and hard work. A teacher can never know enough about how a student learns, what impedes the student's learning, and how the teacher's

instruction can increase the student's learning. Professional development is the only means for teachers to gain such knowledge. Mizell also stresses that "Policymakers, community leaders, and parents have a responsibility to ensure that educators within their schools engage in continuous professional learning and apply that learning to increase student achievement."

Several schools in Fulton County already have moved from using itinerant teachers in PE, art and music to utilizing a 5-day framework to provide special area classes to all students. In grades who have 5 or less classes per grade level, there will be no change (K, 4th and 5th grades this year). In grade levels where there are 6 classes (this year, 1st, 2nd, and 3rd grades), most students will attend specials classes by teacher/class and one class will divide the students into 5 groups. All students will have special area classes with their grade level peers.

4) Outline the expected results in the columns to the right. Add additional rows as necessary.	Project Outcomes	Short-Term Goals	Long-Term Outcomes
	Improve the performance of Professional Learning Teams (PLCs) Provide additional enrichment opportunities for students (i.e., STEAM lab, computer class, etc.)	An additional planning period for teacher teams Utilize funds from projected itinerant schedules to purchase staff development opportunities or additional staff to support student enrichment programs	Improved PLCs and team outcomes (more time to plan appropriate instruction and personalize learning for students) Enrichment opportunities for students

Waiver(s) Requested

5) 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.)	If this concept were in effect this year, Ocee ES would need no waivers from state mandated class sizes this year (for example, K and 4th and 5th grade class sizes would remain the same; in 1st grade, there would be 25 students per class in art and music and twice that in PE with a teacher and assistant; in 2nd grade, there would be 24 students in art and music and twice that in PE with a teacher and an assistant; in 3rd grade, there would be 26 students in art and music and twice that in PE with a teacher and an assistant) – these numbers are all within state and county guidelines. However, if class sizes were slightly larger, it could be that the school would need a waiver for certain classes.
6) List any flexibility from **Fulton County Schools' policy** required to implement	If this concept were in effect this year, Ocee ES would need no waivers from state mandated class sizes this year (for example, K and 4th and 5th grade class sizes would remain the same; in 1st grade,

the concept. (Facilitators will identify the specific Fulton County Schools policies requiring exemptions.)	there would be 25 students per class in art and music and twice that in PE with a teacher and assistant; in 2nd grade, there would be 24 students in art and music and twice that in PE with a teacher and an assistant; in 3rd grade, there would be 26 students in art and music and twice that in PE with a teacher and an assistant) – these numbers are all within state and county guidelines. However, if class sizes were slightly larger, it might be that the school would need a waiver for certain classes.

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

7) List any impact of the concept on the following: • Students and families; • Personnel; • The school schedule; • Transportation; • School nutrition; • Teaching, learning, and assessment; • Other schools; and • Any other area not addressed above.	Each year, Ocee ES is assigned itinerant teachers. From year to year, they change in accordance with demands across the district. The school has worked with different itinerant teachers from year to year. The teachers normally assigned to Ocee would be reassigned to other schools. It is possible that Fulton County will need less itinerant days altogether. This change would allow for additional planning periods for teachers with the addition of extra personnel for STEAM lab, computer lab, etc. Teaching and learning would be positively impacted in classrooms when teacher teams have more time for collaboration (planning, writing units of instruction, creating common assessments, etc.) through PLCs.

| **Budget** ||

8) 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. Please use the budget template on the next page to provide the estimated costs of the proposed concept.	There would be no additional funding needed to implement this 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:

Budget Item	Item Description (Include quantities if applicable)	2017-2018 Amount Budgeted*	2017-2018 Proposed Funding Source(s)**	2018-2019 Amount Budgeted*	2018-2019 Proposed Funding Source(s)**	2019-2020 Amount Budgeted*	2019-2020 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		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).