

Request for Flexibility 2016-17 Proposal



SCHOOL NAME: Chattahoochee High School

CONCEPT NAME: Professional Development and Early Release Days

STRATEGIC INITIATIVE(S): Focus Area #3 – Instructional Rigor: Improve Professional Development linked to instructional accountability

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.	As we transition to personalized learning, our challenge is finding common professional development time for training and collaborative planning, especially to use student outcome data to guide instructional practice. A staff survey showed that 83% of the teachers would like to have some extra professional days to focus on best practices and professional growth.
2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.	CHS requests up to five and a half extra professional learning and collaboration to be scheduled as whole day and early release days for professional development and collaboration in the following areas: course content, instructional strategies, utilizing student data to improve instruction, and technology integration. Professional learning sessions will be taught both by CHS staff and by leaders in different fields of professional development.
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.	<p>It has been well documented that teachers who receive regular, dedicated time for professional learning are more engaged, collaborative teachers who are better prepared to serve their students. It also improves teacher retention. In her paper “Why Professional Development Matters,” Hayes Mizell of Learning Forward notes that “research confirms that the most important factor contributing to a student’s success in school is the quality of teaching,” and asserts, “Professional development is the most effective strategy schools and school districts have to meet this expectation.”</p> <p>Over that past two years, Chattahoochee has used a team of teachers and administrators to intentionally create professional learning opportunities that align with our strategic plan and that will provide meaningful results for our students. In our work, we have done some research about how to deliver professional development to the greatest effect. A study published in the <i>American Educational Research Journal</i> compared large-scale empirical effects of different characteristics of professional development on teachers’ learning. Researchers found that there were “three core features of professional development activities that have significant, positive effects on teachers’ self-reported increases in knowledge and skills</p>

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	<p>and changes in classroom practice: (a) focus on content knowledge; (b) <u>opportunities for active learning</u>; and (c) coherence with other learning activities.” Further, they found that one of the key features that significantly affected teacher learning was the <u>duration of the activity</u> (<i>emphasis added</i>).</p> <p>These results mirror those of our staff survey: 86% of the teachers identified having the time to practice and apply professional development content as their top preference for a professional learning experience. We have felt keenly the need for professional learning time as we have worked provide support to teachers in using the new one-to-one devices rolled out this year. Currently, we have three teacher-lead cohorts that are exploring initiatives ranging from personalized learning, to support of struggling students, to standards-based grading practices; we expect that what will be the product of their research and findings will result in even more professional development opportunities which will positively impact student learning and increase college and career readiness in the Chattahoochee student population.</p> <p>Garet, Michael S, Porter, Andrew, et al. “What Makes Professional Development Effective? Results From a National Sample of Teachers” doi: 10.3102/00028312038004915 <i>Am Educ Res Journal</i> Dec 21, 2001 vol. 38 no. Accessed 2 Dec 2016. Mizell, Hayes. Why Professional Development Matters. Rep. Learning Forward, 2010. Web. 02 Dec. 2016.</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 will be able to apply research-based strategies for personalized learning to all students.</p>	<p>Short-Term Goals</p> <p>Creating a specific, professional development objectives based on work of our Strategy and Innovation, Cross Functional, Standards and grading teams.</p> <p>Teachers will learn how to identify struggling students and address their needs with varied instructional strategies.</p>	<p>Long-Term Outcomes</p> <p>Students are given more than one way to learn the material or access content.</p> <p>Assessments will be based on formative data, be standards-based, contain a range of depth of knowledge questions, and have clear expectations that are communicated to students.</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, regulations, and/or rules requiring exemption.)</p>	<p>None.</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>Flexibility in the school calendar.</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. 	<ul style="list-style-type: none"> ▪ We will coordinate release days as much as possible with our feeder school, Taylor Road, to mitigate impact to families and transportation. ▪ Half days will enable students to get lunch to help reduce the impact on our school nutrition staff. ▪ Students will benefit when teachers are prepared and able to implement research-based instructional practices based on student data from more effective implementation of PLCs and opportunities for collaboration ▪ Teachers will benefit from time to learn, practice what they learn, and prepare to use it in the classroom
<p>Budget</p>	
<p>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.</p>	<ul style="list-style-type: none"> ▪ We are applying for a seed fund request for an instructional greenhouse as a component of a STEAM based curricular initiative which would be used for our first year of paid professional development. ▪ Funding for nutritional costs associated with the days will be addressed through costs center.

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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:

		2017-2018		2018-2019		2019-2020		
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		\$ 1,435.69	Cost Center	\$ 1,435.69	Cost Center	\$ 1,435.69	Cost Center	
Additional Pay (certified)/Overtime (non-certified)		0		0		0		
Equipment		0		0		0		
Supplies/Materials		0		0		0		
Professional Development	Paid professional development from seed fund would be, for year one, primarily focused on STEAM training for staff.	10,000	Seed Fund	0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		
Supplements		0		0		0		
Other Professional Services		0		0		0		
GRAND TOTALS		\$11,435.69		\$ 1,435.69		\$ 1,435.69		

*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).

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