

Request for Flexibility 2014-15 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME: Chattahoochee HS

CONCEPT NAME: Accelerated-Based Learning/Modified Seat Time

STRATEGIC INITIATIVE: _____

Concept Summary

<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>Reforms to increase student readiness for college and careers are hampered, in part, by an underlying education system that dictates the amount of time students are required to complete a course (seat time). Seat time requirements were designed to ensure that students were present for a set amount of classroom instruction, but they do not take into account the varied pace at which students learn. That is because the number of seat hours required to complete a course is standardized across schools without regard to an individual student's prerequisite knowledge and skills. By modifying seat time, qualified students could participate in a cohort-style accelerated course based on their academic level, so that a student could complete an entry-level course at an accelerated pace, thus creating an opportunity for that student to take a course that normally would not fit in their schedule or open up the student's schedule for additional advanced level coursework, as well as opportunities to participate in internships for credit.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>Accelerated-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. This type of learning leads to better student engagement because the content is relevant to the pace at which students work and tailored to their unique needs. For example, as a cohort, qualified students could participate in an accelerated biology course, completing the requirements in a portion of the required course time and then be able to move directly into an advanced biology course. Another example, would be a cohort of qualified students in an introduction to art course completing the requirements in an accelerated manner, thus allowing them the opportunity to move to a more advanced class in art, and opening up room in their schedule to take relevant engineering courses (architecture) as well as graphic design courses (product design), complimenting their overall learning in art. Furthermore, this will increase the career pathway completion rate at Chattahoochee HS.</p>
<p>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>	<p>Enabling students to master skills at an accelerated pace helps to save both time and money. It creates multiple pathways to graduation, makes better use of technology, supports new staffing patterns that utilize teacher skills and interests differently, takes advantage of learning opportunities outside of school hours and walls, and helps identify opportunities to target interventions to meet the specific learning needs of students. Each of these presents an opportunity to achieve greater efficiency and increase productivity.</p> <p>Supporting Research: 1. Fostering Innovation in Wisconsin Schools: Beyond Credits and Seat Time and</p>

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	<p>Toward Innovative Practices that lead to College and Career Readiness http://cal.dpi.wi.gov/files/cal/pdf/fostering-innovation-credit-flexibility.pdf</p> <p>2. National Governors Association Issue Brief: State Strategies for Awarding Credit to Support Student Learning http://www.nga.org/cms/home/nga-center-for-best-practices/center-publications/page-edu-publications/col2-content/main-content-list/state-strategies-for-awarding-cr.html</p> <p>3. GaDOE Guidelines for Georgia State Board of Education Rule 160-5-1-.15 AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES. http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/DRAFT%20Guidelines%20%20Awarding%20Units%20of%20Credit%20160-5-1-%2015%20%20%202-15-13%20with%20Appendices.pdf</p>		
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4) Outline the expected results in the columns to the right.	Project Outcomes	Short-Term Goals	Long-Term Outcomes
	-opening up personalized options for student learning	-Accelerating students through entry-level course	-Exposes more students to upper-level courses

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.)	<p>Waiver from Georgia State Board of Education Rule: 160-4-2-.30 High School Graduation Requirements 160-5-1-.02 School day and school year for students and Employees 160-5-1-.15 Awarding Units of Credit and Acceptance of Transfer Credit and/or grades</p>
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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.)	-Waiver for FCS policy on seat time requirements that is aligned with the state requirements
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Impact on Students and Families, Personnel, Departments, Processes, and Schools

7) List any impact of the concept on the following: <ul style="list-style-type: none"> ▪ Students and families; ▪ Personnel; 	<p><i>-May require more staff and/or staff hours</i> <i>-Class Scheduling complexities</i> <i>-Preventing overflow of Class Enrollment by developing Induction Criteria for the Course</i></p>
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<ul style="list-style-type: none"> ▪ 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"> - Students would have increased workload initially in an accelerated course, but this will also eventually allow students more room in their schedule to take advanced level courses, complete career pathways, and change career pathways without negatively impacting completion -The cohort of qualified students will be chosen through different processes including but not limited to: qualifying testing, portfolio review, demonstration of advanced placement/mastery, committee review, and/or application process.
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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>\$42-84,000</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:

Budget Item	Item Description (Include quantities if applicable)	2015		2016		2017		Notes
		Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	Amount Budgeted*	Proposed Funding Source(s)**	
Teacher(s)	Funding for additional instructional units (6 courses @ \$7000.00)	42,000.00	FCS SEED FUND	63,000.00	Funding for additional instructional units (9 courses @ \$7000.00)	84,000.00	Funding for additional instructional units (12 courses @ \$7000.00)	
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		\$ 42,000		\$ 63,000		\$ 84,000		

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

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**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).