

## Request for Flexibility 2015-16 Proposal



**INSTRUCTIONS:** Please write your responses in the boxes below.

SCHOOL NAME: Roswell High School

CONCEPT NAME: Additional PLC Learning Days

STRATEGIC INITIATIVE: Continue Daniel Venables' PLC (Professional Learning Communities) training for all teachers.

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>Roswell High School is committed to furthering the professional development of its teachers so they can increase their effectiveness and produce better results in the classroom. However, qualitative teacher surveys this past year have indicated that the time currently allotted for teacher training does not allow for meaningful, consistent collaboration with others educators in their PLC. Further, they do not have enough dedicated, uninterrupted time to develop differentiated, more personalized instructional strategies specific to their department. Teachers also need more time to become more proficient with new technology resources that have been made available to them. In addition, students are being overloaded with academic and extracurricular commitments. These days will provide them with a reprieve and a little time to catch up.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>Request is to have one early release day on PSAT day, and two full professional development days – one <b>September 2<sup>nd</sup></b> (same day as three local elementary schools also have a professional development day scheduled) and the second on <b>March 9<sup>th</sup></b>. This will fill in the gaps between the currently scheduled PLC time, and give the faculty more consistent, dedicated time for professional learning, making it an ongoing process rather than a sporadic event as well as provide time to address technology concerns posed by teachers in regards to the personalized learning initiative that will be rolled out by the county. The timing is perfect. Mr. Huff has contacted and coordinated with our feeder schools. Upon approval, Mr. Huff will be communicating these professional learning day dates – one of which we have in common with three of our elementary schools - via conference call with the principals of all schools in our feeder pattern. This will give the schools ample notice and parents can plan accordingly.</p> <p>The training plan incorporates the personalized learning strategies that FCS is moving towards, as well as support for our PLC initiative that we established in our RHS Strategic Plan.</p>

## Request for Flexibility 2015-16 Proposal



Initial outline/agendas for the three days are as follows:

**Full Day (September 2)**

- 3 sessions (2 hour sessions each)
- Begin with a faculty Breakfast
- Groups broken up into 3 (by PLC groups)
- 1 hour block for lunch

<b>Group A</b>	<b>Group B</b>	<b>Group C</b>
Personalized Learning <ul style="list-style-type: none"> <li>- Led by Megan Huss</li> <li>- Tied in with the personalized learning initiative rolled out by the county.</li> <li>- Teachers will participate in an active personalized learning class where they will go through what a normal classroom would look like under this new model. They will be able to access technology, roll through the standards. At the ends they will be able to ask questions.</li> </ul>	PLC <ul style="list-style-type: none"> <li>- Teachers will meet in their PLC teams</li> <li>- Allows for 2 hours of direct PLC time so teams can work through data as well as teaching strategies and will be accessed through protocols established by Grapple Inst.</li> <li>- Allows for In House PD</li> </ul>	Differentiation or PLC Time <ul style="list-style-type: none"> <li>- In house training per department.</li> <li>- Facilitators will be chosen by AP's and DC's.</li> <li>- Facilitators will run seminars on differentiation, incorporating best practice as well as a hands on lab experience for teachers.</li> </ul>

<b>Schedule for the day</b>	
7:40-8:45	Faculty Breakfast
9:00-11:00	Session 1
11:00 - 1:00	Session 2
1:00 - 1:45	Lunch
2:00 -4:00	Session 3

**\*\*Venable's PLC group will attend all day PLC training for Grapple Institute**  
**\*\*Some members of the departments will be attending personalized training selected by DC.**

## Request for Flexibility 2015-16 Proposal



Half Day (PSAT Day)

### Professional Development

- Will be based on the department
- **Content Teachers** – Standards Based Teaching strategies. Teachers will work on designing lesson plans to meet the requirements of the Standards Based Teaching. Led by DC's
- **Humanities**- Portfolio Development Led by DC
- **Special Education:** IEP services, data collection strategies, goal writing. Led by IST/Coordinator.

### Schedule for the day

8:20-12:30	PSAT School
12:30 - 1:15	- Students load buses/pick up lunch  -Teachers Lunch
1:15 - 3:50	Professional Development

Full Day 2 (March 9th)

- 3 sessions (2 hour sessions each)
  - Possible breakout groups (PLC Coaches with Venable + PD outside of school)
- Begin with a faculty Breakfast
- Groups broken up into 3 (by PLC groups)
- 1 hour block for lunch

## Request for Flexibility 2015-16 Proposal



	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>												
	<p>Technology Labs</p> <ul style="list-style-type: none"> <li>- Led by Megan Huss</li> <li>- Tied in with the personalized learning initiative rolled out by the county.</li> <li>- Training of teachers on Bamboo, interactive, etc.</li> </ul>	<p>PLC</p> <ul style="list-style-type: none"> <li>- Teachers will meet in their PLC teams</li> <li>- Allows for 2 hours of direct PLC time so teams can work through data as well as teaching strategies and will be accessed through protocols established by Grapple Inst.</li> <li>- Allows for In House PD</li> </ul>	<p>PLC</p> <ul style="list-style-type: none"> <li>- Teachers will meet in their PLC teams</li> <li>- Allows for 2 hours of direct PLC time so teams can work through data as well as teaching strategies and will be accessed through protocols established by Grapple Inst.</li> <li>- Allows for In House PD</li> </ul>												
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<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>Professional learning days will provide the school with the ability to provide teachers with dedicated time for specific training that is relevant to the tasks and issues faced by the teachers at Roswell High School. Teachers will have the opportunity to improve PLC’s through specific protocols established by the Grapple Institute, analyze student data and incorporate the student data into unit plans through collaboration between education professionals.</p> <p>We considered adding Early Release Days, but are instead requesting 2 full days and just one half day for these advantages:</p> <ul style="list-style-type: none"> <li>- Full-days allow for a longer, more intensive, effective training</li> <li>- Minimizes the transportation costs and logistics required for half-days which are \$2,260 per day.</li> </ul> <p>Factors for success:</p> <ul style="list-style-type: none"> <li>- Students will benefit from teachers being better prepared to implement research-based, student-centered instructional practices based on analysis of student data.</li> <li>- The only early release day we are requesting is the PSAT day, when traditionally, a large number of students check out after testing and go home. Additionally, the seniors already take the day off as a college visit day. Therefore, this non-productive</li> </ul>														

## Request for Flexibility 2015-16 Proposal



	<p>teaching day would make an ideal professional development day.</p> <ul style="list-style-type: none"> <li>- On the early release day all students will have the opportunity to eat lunch.</li> <li>- Attendance on early release day will be closely monitored</li> <li>- One of the issues our students face is being overloaded with academic and extracurricular commitments. These days will provide them with a reprieve and a little time to catch up</li> <li>- Students will have an opportunity to schedule regular appointments during non-instructional hours.</li> <li>- We will be implementing a <b>Teacher Technology Measuring Tool</b> both before and after the training days to measure the effectiveness of the sessions and identify additional areas in need of improvement.</li> </ul>
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<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p>	<p>Short-Term Goals</p>	<p>Long-Term Outcomes</p>
	<ul style="list-style-type: none"> <li>-Students will benefit from teachers being well-prepared to implement research-based instructional practices based on an analysis of student data</li> <li>- Less-stressed students</li> <li>- More effective implementation of PLCs</li> <li>-Better use of Technology</li> <li>- We will be implementing a Teacher Technology Survey both before and after the training to measure the effectiveness of the training sessions and identify additional areas needing improvement.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty receives more PLC time to improve collaboration and interdepartmental effectiveness</li> <li>Faculty receives specific training for personalized learning initiative.</li> </ul>	<ul style="list-style-type: none"> <li>-Increase graduation rate</li> <li>-Students graduate ready for college, career and life</li> <li>- All students achieve success in a supportive, engaging, student-centered learning environment</li> </ul>

## Request for Flexibility 2015-16 Proposal



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.)	State Law: O.C.G.A. § 20-2-168(c) State Rule: SBOE 160-5-1-.02 School Day and School Year for Students and Employees
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.)	District Policy: AE - School Year                      AF - School Day
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"> <li>▪ Students and families;</li> <li>▪ Personnel;</li> <li>▪ The school schedule;</li> <li>▪ Transportation;</li> <li>▪ School nutrition;</li> <li>▪ Teaching, learning, and assessment;</li> <li>▪ Other schools; and</li> <li>▪ Any other area not addressed above.</li> </ul>	<p><b>Students &amp; families</b> – one early release day (PSAT day) with a 12:30pm dismissal, and two full days of no school for students. Students will benefit from teacher's increased skills/knowledge on departmental-specific topics and best practices. All attempts will be made to coordinate with our feeder schools to minimize inconvenience to parents and families.</p> <p><b>Special Education</b>- Professional learning days will not have any negative impact on service hours indicated in the Individualized Education Program.</p> <p><b>Students Needing Extended Time on PSAT</b>- This year there was only one student needing extended time on PSAT. We anticipate no more than 1-2 students next year. Administration will contact that parent(s) to arrange for all necessary accommodations.</p> <p><b>Personnel</b> - Professional Learning activities or PLC collaboration from 12:30-3:50 pm on PSAT day and all day on the two full professional learning/collaboration days.</p> <p><b>School Schedule</b> - On half day, students will still attend all classes.</p> <p><b>Transportation</b> – Dismissal will begin at 12:30 on PSAT day. This is late enough to constitute a half-day, yet early enough that buses can make their drop offs and then get back to the Elementary schools to do their routine pickups. Cost of transportation fee will be covered by school funds.</p> <p><b>School Nutrition</b> - All students will have the opportunity to purchase or receive a "Grab and Go" lunch on ½ day that will meet the nutritional guidelines set forth by the state.</p> <p><b>Teaching, learning, and assessment:</b> Teachers will receive training in</p>

## Request for Flexibility 2015-16 Proposal



	departmental-specific topics including technology integration, assessment development, and student data analysis to design more student-centered lessons.
<b>Budget</b>	
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.	The costs associated with this RFF would be the nutrition costs for the three days, \$1,327 per day, and transportation cost of the one ½ day bus service, \$2,260.

## 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:** Roswell High School

		2016-17		2017-18		2018-19		
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		0		0		0		
Professional Development		0		0		0		
Independent Contractor(s)		0		0		0		
Transportation	Early Release Day Cost	2,260	Local School General Funds	2,260	Local School General Funds	2,260	Local School General Funds	
Supplements		0		0		0		
Other Professional Services		0		0		0		
Nutrition	Cost for all three days per year	3,981	Local School General Funds	3,981	Local School General Funds	3,981	Local School General Funds	
Other		0		0		0		
<b>GRAND TOTALS</b>		<b>\$ 6,241</b>		<b>\$ 6,241</b>		<b>\$ 6,241</b>		

\*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).