

Request for Flexibility 2015-16 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

SCHOOL NAME:	Manning Oaks ES
CONCEPT NAME:	Full Day Release for Professional Development and PLC Peer Observation
STRATEGIC INITIATIVE:	Long Term Outcomes 1,2,3

Concept Summary	
<p>1) Describe the need/challenge that your school seeks to address.</p>	<p>First, assessment data gathered during the Needs Assessment process revealed that third and fifth grade students, in 2013 and 2014, performed below the district average in writing. For fifth grade students, the average scores for the 2013 and 2014 school years were 222 and 217 respectively while the average scores for the district were 224 and 223 respectively. Detailed analysis of third grade writing data revealed that the percentage of students not meeting at the school level in 2013 and 2014 was higher than the percentage not meeting at the system level in at least three of the four domains (ideas, organization, style and conventions) for informational, narrative and persuasive writing. 2014 ACCESS test results further support the need for a focus on writing proficiency as the percentage of students who scored lower in writing significantly exceeded the number of students who scored lower in reading in grades 1-5. Secondly, analysis of achievement and School Quality Review data coupled with Needs Assessment survey data revealed a need to address the efficacy of differentiation, rigor, and technology usage in the classroom to positively impact engagement and achievement. Achievement data suggests that there is opportunity for growth in the percentage of students exceeding standards in all content areas with the largest opportunities for improvement existing in science and social studies. School Quality Review reports, conducted in 2011 and 2015, recommend improved efforts to support teachers in their efforts to design and implement challenging and engaging lessons. Specifically, the report promoted the use of targeted support to enable all teachers to plan and deliver lessons that: 1) effectively meet the needs of individual students; 2) allow students to take responsibility for their own learning; 3) provide students with meaningful feedback; and 4) give students opportunities to think critically and work collaboratively to solve problems. In addition to internal data, survey results indicate that our parent community noted a high interest in the use of technology to support learning. Finally, historical achievement data indicates an overall positive trend in student performance; however, disaggregated data reveals the</p>

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	<p>opportunity to focus on growth among all learners in an effort to close the achievement gap that exists across all content areas. Specifically, students with disabilities, English language learners and economically disadvantaged students are not meeting standards at higher percentages than their grade level counterparts. Increasing the efficacy of professional learning communities focused on the implementation of common assessments and the collaborative analysis of data allows teachers to clarify what students must learn, gather evidence of that learning, analyze that evidence, and engage in transparent conversations about how to inform and improve instruction to positively impact student growth.</p>
<p>2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.</p>	<p>Manning Oaks is requesting three full release days per year in addition to the planned district wide professional learning days to provide specific school based training aligned to our strategic plan and Needs Assessment data. During the requested days, teachers will receive support in the following areas:</p> <ol style="list-style-type: none"> 1. implementation of Lucy Calkins Writer’s Workshop 2. building effective Professional Learning Communities (PLCs) 3. differentiated instructional strategies using technology and higher order thinking skills <p>Protected professional development days will allow us to invest in the efficacy of our teachers by providing targeted <i>and</i> meaningful professional development which provides opportunities for teachers to learn, apply, collaborate and reflect upon their work to positively impact student achievement. A designated plan for each professional learning day will be developed and will be shared with certified and classified staff prior to the start of the 2016-2017 school year. Official dates will be selected based on the existing 2016-2017 school calendar as well as full release day requests of other schools in the feeder pattern but preferred dates are as follows:</p> <ul style="list-style-type: none"> • September 2nd, 2016 • October 7th, 2016 • January 9th, 2017
<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>According to Yoon et al (2007), well designed professional development spread over six to twelve months can increase student achievement by 21%; whereas, fragmented one-day workshops have been shown to have no significant impact on student learning (Darling-Hammond et al 2009). Full release days which target needs identified during the Needs Assessment process will provide teachers with meaningful professional development opportunities which can positively impact student achievement. Central to the plan is improving the effectiveness of Professional Learning Communities. According to McLaughlin and Talbert (2006), “teacher collaboration in strong professional learning communities improves</p>

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	<p>the quality of student learning, promotes discussions that are grounded in evidence and analysis rather than opinion, and fosters collective responsibility for student success”. Furthermore, Fullan (2008) argues that, “transparency of results creates an aura of positive pressure that is actionable in that it points to solutions and pressure that at the end of the days is inescapable”. Building effective professional learning communities focused on the implementation of common assessments and the collaborative analysis of data allows teachers to clarify what students must learn, gather evidence of that learning, analyze that evidence, and engage in transparent conversations to inform and improve individual practice. Simply stated, effective professional learning communities allow for teachers to engage in authentic collaboration to create a guaranteed and viable curriculum for <i>all</i> students (DuFour, 2014). Tantamount to improving the effectiveness of PLCs is providing support to improve instructional practices in the classroom. Following a thorough analysis of Needs Assessment data, it was determined that strengthening instructional practices will positively impact student achievement. Specifically, Teacher Keys Effectiveness System (TKES) data revealed school-wide challenges in differentiation and academically challenging instruction. Furthermore, teacher feedback survey results indicated the desire for more support in the aforementioned areas as well as the need for more support incorporating technology to enhance, support and individualize student learning.</p>		
<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>Project Outcomes</p> <ol style="list-style-type: none"> 1. Increase staff proficiency with delivering challenging instruction to meet student needs. 2. Improve the efficacy of school wide, focused and cohesive writing instruction. 3. Increase opportunities for impactful professional development with positive and 	<p>Short-Term Goals</p> <ol style="list-style-type: none"> 1. Increase the utilization of common assessments implemented at all grades. 2. Increase staff collaboration to analyze and use data to drive instruction. 3. Increase the percentage of teachers reporting that professional development opportunities are beneficial. 4. Increase teacher’s use of 	<p>Long-Term Outcomes</p> <ol style="list-style-type: none"> 1. Improve writing proficiency across all grade levels 2. Improve ACCESS writing scores across all grade levels 3. Improve student engagement and challenge level in the classroom. 4. Increase TKES ratings in standards 4 and 8

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	<p>measurable student outcomes.</p>	<p>differentiated instructional strategies.</p> <ol style="list-style-type: none"> 5. Increase use of instructional strategies that facilitate higher order thinking, problem solving and critical thinking. 6. Increase the understanding and implementation of technology to extend and personalize student learning. 7. Increase achievement on Write Score and/or Lucy Calkins pre-post assessments. 	
Waiver(s) Requested			
<ol style="list-style-type: none"> 1. 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>SBOE Rule 160-5-1.02 School Day and School Year for Students and Employees GA State Law –Code Sections O.C.G.A & 20-2-151 (b) which sets the number of hours of instructional times for educational programs. O.C.G.A & 20-2-168 (c) which sets the number of instructional days per year.</p>		
<ol style="list-style-type: none"> 2. 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>Fulton County Board Policy AE (Applicable School Year) which says the “school year shall consist of 180 teaching days or the equivalent, except in the event of emergency school closures”</p>		

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Impact on Students and Families, Personnel, Departments, Processes, and Schools	
<p>3. 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>Families: release days would lead to additional child care needs. To address this issue, administration is currently working with Y Afterschool to offer affordable learning opportunities.</p> <p>Students: will benefit from teachers' increased knowledge and skills.</p> <p>Personnel: staff will work the same number of days. Professional Learning activities will be scheduled from 7:10am-3:40pm on the designated days. Detailed professional development plans with syllabus and agenda will be published in advance for teachers.</p> <p>Instructional Paraprofessionals: will attend professional learning with teachers to develop skills and resources. Other non-exempt staff will remain on contract to participate in professional learning offered through FCS PL Department.</p> <p>School Schedule: will be coordinated with other schools in our feeder pattern. The increase in the efficacy of instruction as a result of the professional development is intended to mitigate the loss of instructional days.</p> <p>Transportation: No transportation required on professional development days.</p> <p>School Nutrition: Beginning in 2016-2017, schools will be asked to cover any nutrition and transportation costs associated with implementing full and early release days. The estimated cost for one day is \$466.70.</p> <p>Teaching, Learning and Assessment: teachers will receive training in Lucy Calkins, instructional strategies, and data utilization in PLCs aligned with the strategic plan.</p>
Budget	
<p>4. 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>Manning Oaks has submitted an initial seed fund request to cover the cost of the professional development days (outside vendor cost, supplies and materials). Cost is subject to change slightly based on the estimates from the outside vendors.</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:

		<i>2016-2017</i>		<i>2017-2018</i>		<i>2018-2019</i>		
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		36,566.30	Seed fund	0		0		
Independent Contractor(s)		0		0		0		
Transportation		0		0		0		
Supplements		0		0		0		
Other Professional Services		0		0		0		
Nutrition	Cost for covering cafeteria staff for 3 full release days	1433.70	Seed fund	0		0		
GRAND TOTALS		\$ 38000.00		\$ 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).