

The purpose of this application is to identify strategic initiatives that may require a waiver of district policy and/or state law. This form will allow applicants to clearly outline a challenge, their solution and the expected outcomes of their proposal. Please answer the following questions clearly and completely with the support of your principal and fellow council members.

## Value Added Flexibility Form

Please select your school

Elementary Mountain Park Elementary

What is the title of the concept you are proposing? \*

Advanced Content/ Enrichment Block Model

Please indicate which policy or policies you are requesting to waive. Click to access FCS Board Policies. (Please note code and title. Example: JBD Attendance and Absences). \*

The Fulton County Board of Education expressly waives the highlighted portions of Policy IDDD. The use of such waiver by a Fulton County School is subject to the Superintendent's approval of a Request for Flexibility through the process outlined in Board Policy ABBB – Exercise of the Fulton County Schools Charter System Waiver.

The Board of Education recognizes the special needs of intellectually gifted students requiring specialized educational experiences to promote the development and expression of their potential.

The Board directs the establishment of comprehensive services for intellectually gifted students. Students eligible for gifted services will experience curriculum that enriches, extends, and accelerates their learning in their areas of strength. The enriched curriculum developed specifically for gifted students is more in-depth and complex than the general education curriculum. Gifted students will develop advanced research, advanced communication, critical thinking, creative thinking, and problem-solving skills. The enriched curriculum will be delivered through appropriate delivery models implemented consistently throughout the School System.

Under the direction of the Superintendent or designee, criteria for screening, referral, identification, placement and continuation of services applicable to all intellectually gifted students will be established and maintained in accordance with Georgia Department of Education requirements outlined in Georgia Board of Education Rule 160-4-2-.38.

Cross References:

Reference: State Standards

Scope Notes: Criteria for screening, referral, identification and continuation of services may be found in The Talented and Gifted Services Procedures Manual.

1) What need or challenge is your school facing? *Describe the problem and how you became aware that it needed to be addressed.* \*

After a deep data analysis in 2013, it was determined that there was a discrepancy between our student's norm-referenced scores on the Iowa Test of Basic Skills (ITBS) and their performance on the Criterion Referenced Competency Tests (CRCT). Consistently, Mountain Park students were scoring in the top 3-5 schools in the district on the ITBS. CRCT scores in reading and math ranged from the top 10 to the top 20 and even lower in social studies. Interviews with teachers revealed the impact of the loss of 20% of instructional time for core content areas due to a high percentage of students being pulled out in the TAG Resource model. For over a decade, Mountain Park was implementing the Schoolwide Enrichment Model where on the day many students went to TAG, other students participated in Enrichment activities in the classroom. This was a research based gifted education model developed by Joseph Renzulli, University of Connecticut. While there was great community support for the Schoolwide Enrichment model, staff identified a need to increase consistency of rigorous content and standards-based instruction across grade levels and content areas.

2) What is your proposed solution to the need or challenge described above? *Describe how a waiver to FCS policy would allow you to successfully address the identified need/challenges(s).* \*

After observing several schools in other districts and researching models, we chose to implement the Advanced Content model where students go to the TAG classroom for 50 minutes per day for science and social studies as opposed to one full day of pull-out resource. PLCs spent a great deal of time developing in-depth project-based units for all of the science and social studies content. TAG teachers developed project-based units which incorporated TAG strategies. We have implemented this model since the 2013-2014 school year. For the first three years, when flexible dollars were awarded for innovative proposals, we purchased extra TAG teacher time to implement the collaborative model, providing all teachers K-5 with modeling and coaching in integrating TAG strategies into the ELA curriculum. Even after funding was discontinued for this purpose, teachers have continued to use the knowledge gained from teaching in the TAG collaborative model to increase the opportunities for higher order thinking in the classroom for all students. Another aspect of this model is that each non-TAG teacher on the grade level (2nd – 5th) teaches one or two (1st grade) units to the entire grade. This allows that teacher to be an expert in that content and to facilitate deep and meaningful hands-on learning with project-based strategies. This also maximizes the use of resources and equipment for only one class at a time, i.e. microscopes or simple machines. Implementing these pre-planned units for science and social studies allows the grade level PLC to focus on assessment, data analysis and planning for instruction for ELA and math only.

3) Why do you believe your value-added flexibility proposal will work? *Include any research/evidence that leads you to believe that the flexibility will accomplish the school's need.* \*

This model has proven successful over the past seven years. We have observed a steady increase in Milestones scores over that time. Only 50% of our students chose to participate in spring testing in 2021, but data from 2015, the first Georgia Milestones Implementation to 2019, the last consistent implementation of Georgia Milestones we have seen these results:

2015  
Levels 3 & 4 2019  
Levels 3 & 4 2015  
Levels 3 & 4 2019  
Levels 3 & 4  
3rd grade Reading 74% 71.5% 3rd grade  
Math 67% 81%  
(+14)  
4th grade Reading 65% 79%  
(+14) 4th grade  
Math 65% 79%  
(+14)  
5th grade Reading 75% 85%  
(+10) 5th grade Math 70% 75%  
(+5)  
5th grade  
Social Studies 55% 73%  
(+18) 5th grade  
Science 56% 76%  
(+20)

How does your proposal align with your school's strategic direction?

Our long-term outcomes are to increase student achievement in ELA and math to 90% of students scoring in levels 3 and 4. Other than an outlier in 3rd grade reading in 2019, our scores have consistently increased toward this goal over time.

What are the intended outcomes of this proposal?

The intended outcomes are high achievement in ELA and math, enhanced teacher, student and family satisfaction, and increased student engagement and rigor in science and social studies. Another intended outcome is an increase in the opportunity for students to engage in higher level thinking and application of TAG strategies, in the TAG classroom, in the Enrichment Block and in the regular day for all students. All students will experience value added from this initiative.

4) How does your proposal align with your school's strategic direction? *Draw connections between the proposed solution and the needs of your school and/or community.* \*

Our long-term outcomes are to increase student achievement in ELA and math to 90% of students scoring in levels 3 and 4. Other than an outlier in 3rd grade reading in 2019, our scores have consistently increased toward this goal over time.

5) What are the intended outcomes of this proposal? *Describe any impact(s) you expect by implementing this value-added flexibility.* \*

The intended outcomes are high achievement in ELA and math, enhanced teacher, student and family satisfaction, and increased student engagement and rigor in science and social studies. Another intended outcome is an increase in the opportunity for students to engage in higher level thinking and application of TAG strategies, in the TAG classroom, in the Enrichment Block and in the regular day for all students. All students will experience value added from this initiative.

6) What steps will you take to implement your initiative? *Include any resources, required training/professional development and/or additional implications associated with the proposal.* \*

We will continue to develop the master schedule to allow for the 50 minute block of TAG for each grade level within the allotment of teachers provided. If needed, we can allocate part of the elementary flexible position funding to increase TAG teacher time to meet the needs of this schedule. We will continue to educate our staff and new team members via Go TIP about the "WHY" of the Enrichment Block initiative. We will continue to provide coaching and support to new staff and teachers who have needs identified through classroom walkthroughs or self-identification. We will also continue to vet and iterate units to best meet standards and student needs.

This initiative has no impact on district operations. Mountain Park is able to provide the necessary resources, materials, training and staffing to implement successfully.

7) What data will you collect and analyze to measure the success of your initiative? Describe the **qualitative** (e.g. focus groups, observations, open responses, interviews, etc.) and/or **quantitative** (e.g. academic achievement, survey data, participation data, etc.) data you will collect to assess the effectiveness of your initiative? \*

We will continue to analyze Milestones scores and measure progress toward our goal of 90% proficient and distinguished in ELA and math. We will also continue to monitor staff and parent survey data to measure satisfaction with MPE. The last CCRPI and survey data from 2019 reflected a 5 Star Climate rating as well as 84.6% of staff (district average 62.5%) and 92.4% of families (district average 69.3%) who would recommend MPE to a friend or family member. We will continue to monitor ongoing unit assessments and other student data and use design thinking to gain empathy from users for feedback to iterate our plans.

8) What are the costs associated with your proposal? *Describe any impact(s) to your budget.* \*

The only potential impact to our budget could be the need to purchase .2 additional TAG teacher in some years, which we can manage at the school level with the elementary flexible position funding.

9) What impact will your proposal have on day-to-day operations? *Address any changes to human or capital resources (e.g. scheduling, employee responsibilities, existing processes, etc.).* \*

Described with scheduling in #6.

10) What impact will your proposal have on district operations? *Include any possible effects to human resources, academics, nutrition, scheduling, transportation, technology, facilities, budget services, etc.* \*

This initiative has no impact on district operations. Mountain Park is able to provide the necessary resources, materials, training and staffing to implement successfully.

Value Added Flexibility Rubric

<b>School</b>	<b>Zone</b>	<b>Principal</b>
Mountain Park Elementary	Zone 5	Perlman, Stacy M

Impact and Purpose

Category	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Comments
<b>Project Purpose</b> Is the need for the waiver clearly articulated in the application?	The need for the waiver was not clearly articulated. <input type="checkbox"/>	The description is adequate though the need for greater clarity is apparent. <input type="checkbox"/>	The need for the waiver is clearly evidenced in the application. <input type="checkbox"/>	
<b>Alignment with Strategic Direction</b> Does the proposal provide evidence of alignment with the school need and/or community needs?	Lack of alignment with school or community needs. <input type="checkbox"/>	Minimal/loose alignment with school or community needs. <input type="checkbox"/>	Clear alignment with school or community needs. <input type="checkbox"/>	

Technical Soundness

Category	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Comments
<b>Expected Outcomes</b> Does the SGC clearly describe the intended outcomes of the proposal?	Proposal does not clearly outline expected results. <input type="checkbox"/>	Description of expected results are incomplete or unclear. <input type="checkbox"/>	Proposal relies on a strong rationale to clearly outline expected outcomes. <input type="checkbox"/>	
<b>Implementation</b> Does the SGC clearly describe steps to implement the proposal?	The school does not describe steps to implement the proposal. <input type="checkbox"/>	Steps to implement the proposal lacks details or are too broad. <input type="checkbox"/>	The school clearly describe steps to implement the proposal. <input type="checkbox"/>	
<b>Analysis Plan</b> Does the proposal clearly outline plans to collect, measure, and analyze data?	The analysis plan does not outline plans to collect, measure, and analyze data. <input type="checkbox"/>	The proposal outlines some of the necessary components of the data analysis plan but not all. <input type="checkbox"/>	The proposal outlines all of the necessary components of the data analysis plan. <input type="checkbox"/>	

<b>District Operations</b> Has the SGC sufficiently described the impact to district operations?	The proposal does not adequately describe the impact to district operations.	The proposal somewhat describes the impact to district operations.	The proposal clearly describes the impact to district operations.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Approvals & Review

S&G Review

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Comments

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