

Request for Flexibility 2015-16 Proposal



INSTRUCTIONS: Please write your responses in the boxes below.

#1

SCHOOL NAME: Alpharetta High School

CONCEPT NAME: English Language Arts 9th/10th Grade Course (Grading Policy Waiver)

STRATEGIC INITIATIVE: Create academic policies to allow for flexibility with scheduling in order to increase non-traditional pathways to meet graduation requirements.

Concept Summary		
1) Describe the need/challenge that your school seeks to address.	In the fall of 2014, 33 9th and 10th grade students failed first semester of either 9th or 10th English/Language Arts (ELA). AHS offered a 9th/10th “trailer” course second semester to help these students make –up the credit, but less than half of the students took advantage of the opportunity because they would have had to drop another required class to make room for the “trailer” course in their schedule. Because these students could not fit the added ELA course into their schedule, they ended their year without a full year of ELA credit, and were off track to graduate.	
2) Describe the proposed concept, and explain how it addresses the need/challenge identified above.	Ninth and Tenth grade ELA have the same course standards and all standards are taught and assessed during each semester. Students who would fail first semester 9th or 10th grade ELA may earn an “INC” and then earn both semester 9th or 10th ELA credits by demonstrating mastery of the 9 th /10 th ELA standards through this specialized 9 th /10 th grade class that would work from a standards-based mastery approach rather than traditional grading. By allowing this waiver, these students will be able to focus on mastering the ELA standards and skills in one semester. This flexibility will allow these students the opportunity to show mastery of all standards in 9th/10th ELA without doubling up on ELA in their schedule. This will help these students stay on track to graduate. It will also avoid the negative impact of a failing grade on the student’s transcript at mid-year as long as the student demonstrates mastery by the end of the year.	
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.	Of the students who did take the ELA make-up course we previously offered, 89% passed the class with the specialized support. Students who fail a freshmen class are an increased dropout risk.	
	Project Outcomes	Short-Term Goals
		Long-Term Outcomes

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<p>4) Outline the expected results in the columns to the right. Add additional rows as necessary.</p>	<p>The majority of students will pass the ELA course. Increased student support. Decrease student stress level. Increase knowledge of ELA skills through specialized course.</p>	<p>Decrease the number of 9th and 10th grade students who are off track to graduate. Increased feelings of well-being with the success of an ELA course.</p>	<p>Increase graduation rate. Increase cumulative averages due to the decrease in first semester failures. Increased feeling of hope for students who have academic difficulty transitioning to high school.</p>
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Waiver(s) Requested

<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>SBOE 160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS 2(h) 2(i) 6(i); SBOE 160-5-1-.02 School Day and School Year for Students and Employees 2(e); SBOE Rule 160-4-2-.03 (as it relates to methods of delivery of certain funded subjects).</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>IHF (8) Clock Hours for Unit of Instruction Board Policy on IHA: "At the conclusion of a semester, with the approval of the principal, teachers may give students who are absent for extended period of time an "Incomplete" grade (INC). The student will be given the opportunity to make up the work and have the Incomplete grade changed to a numerical grade. The principal is responsible for establishing procedures for the removal of incomplete grades."</p>

Impact on Students and Families, Personnel, Departments, Processes, and Schools

<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 	<p>Positive impacts for students and families as another flexible course option will help students' schedules, learning, graduation progress, and cumulative average.</p>
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<ul style="list-style-type: none"> ▪ Any other area not addressed above. 	
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>The cost will be the cost associated with human resources. Counselors and ELA teachers would identify students and communicate with parents. We already staff a teacher for the current 9/10 ELA support course we offer second semester.</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>2016-17</i>		<i>2017-18</i>		<i>2018-18</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)	One teacher would instruct this course for one semester.	8,000.00	General Fund	8,000.00	General Fund	8,000.00	General Fund	This teacher's salary would not be impacted. We've noted one semester of one course in this budget.
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		\$8,000.00		\$8,000.00		\$8,000.00		

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*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).