



7

DEPLOYMENT PROJECT

MATHEMATICS INSTRUCTIONAL MODEL

INCEPTION DATE: 03/02/09

SPAC UPDATE: 04/24/09

THIS PROJECT SUPPORTS THE FOLLOWING DISTRICT FOCUS AREAS OUTLINED IN THE GCS STRATEGIC PLAN 2012:

- I. Improving Academic Achievement
- II. Supportive Family & Community Involvement
- III. Strategic Human Resource Management
- IV. Respectful & Responsive Service
- V. Safe Schools & Character Development
- VI. Optimal Operations
- VII. Transformational Technology
- VIII. Clear Baseline & Equitable Standards

THIS PROJECT SUPPORTS THE FOLLOWING GCS STRATEGIC PLAN 2012 MEASURABLE OBJECTIVES:

Goals are aligned with those located in the
[GCS Strategic Plan 2012: Achieving Education Excellence.](#)

Goal #	Goal description
I.C	Eighty-eight percent of students will perform at Level III or higher proficiency on EOG mathematics tests as measured by the North Carolina ABC accountability model. (71.4 percent as of the 2007-08 school year.)

THIS PROJECT SUPPORTS THE FOLLOWING GCS STRATEGIC PLAN 2012 STRATEGIES:
(PLEASE NOTE WHEN A STRATEGY IS SHARED WITH ANOTHER EXECUTION PROJECT)

Strategies are aligned with those located in the
[GCS Strategic Plan 2012: Achieving Education Excellence.](#)

Goal #	Strategy #	Strategy description	Shared with another project (Y/N)
I.C	6	Ensure that all students will perform on grade level in mathematics by using an appropriate instructional model.	N

Project Overview

Including its context and value to be gained through the project(s).

Project Introduction and Context
GCS will continue the mathematics initiative at the elementary level and the mastery learning model at the secondary level that focuses on reflecting, reviewing student data and re-teaching methods that utilize differentiation. This strategy was developed to ensure that teachers are meeting regularly to collaborate on analyzing student data, examining student work, and creating shared lesson plans.
Desired Results
The district will have established a clear vertical alignment for fostering effective professional learning communities for mathematics instruction. The district will have assessed the current models and identified the strengths and weaknesses at each level. Strategies for addressing the weaknesses and misalignment will be developed and implemented. Teachers will gain a deeper understanding and implementation of math instruction and content which will positively impact student learning and increase the proficiency of our math EOG scores.

Project Oversight		
Role	Description	Person Responsible
Sponsor	Ultimate authority. Responsible for the project, its desired results and specific outcomes.	Barbara Zwadyk
Project Manager (Champion)	Assists in developing the Execution Project and project plans, performs project reviews and disposes of issues and change requests. Develops and maintains Execution Project and plans, performs reviews, tracks issues and change requests, manages budget and is responsible for technical quality of solution.	Jocelyn B. Becoats
Project Deployment Team (PDT)		
<p><i>Responsible for the execution of project tasks.</i></p> <ul style="list-style-type: none"> • Lee Ann Segalla, Elementary C&I Officer • Meredith Chandler, Elementary Math specialist • Dorie Hall, Middle School Math Coach • Martha Ray, High School Math specialist 		

Advisory Team
<p><i>The team that reviews results and makes recommendations prior to finalization (e.g. consultants from industry or national organizations).</i></p> <p>NC A&T University professor – Dr. Katrina Staley 2 Elementary CF’s – Lee Brown (Sternberger), Chris Carter (Rankin) 1 Middle School CF – Kristy Davis (Eastern) 1 High School Specialist – Robert McKnight 1 EC liaison – Marty Hmiel 1 ESOL liaison – Bob Egan</p>
Clients
<p>Students, Teachers, C&I specialists, Professional development dept.</p>

Major Project Scope and Deliverables

Deliverable: A specific product or event to result from a project. Examples include such things as a training session, a document, a software product, a process definition, etc.

Deliverables	Person Responsible	Start Date	Completion Date
Develop a rubric for determining effective PLC's	Lee Ann Segalla	03/09/09	03/13/09
Schools will be randomly selected to yield a roster of schools that is representative of the system	Meredith Chandler	03/09/09	03/13/09
Develop a schedule for observing and assessing the PLC's in identified schools	Jocelyn Becoats	03/16/09	03/18/09
Conduct an assessment of the effectiveness of current mathematics PLC's in at least 25% of the schools in the district	Project Team	03/18/09	04/30/09
Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis of observation data	Project Team	05/04/09	05/04/09
Create a professional learning community notebook for elementary school level	Meredith Chandler	05/04/09	06/30/09
Create a professional learning community notebook for the middle school level	Dorie Hall	5/04/09	06/30/09
Create a professional learning community notebook for the high school level	Martha Ray	05/04/09	06/30/09
Determine staff to attend the effective math professional learning community training during the summer (Enrichment Region)	Project Team	04/30/09	05/08/09
Create/schedule professional development training on effective math PLC's	Project Team	05/18/09	07/10/09
Determine training schedule and/or modules for lead teachers to train appropriate staff	Project Team	05/18/09	07/10/09
Communicate math instructional model/plan to principal leaders and district leaders	Project Team	07/09	07/09
Lead teachers will train their staff on the instructional model	Lead Teachers	08/21/09	On-going

Deliverables	Person Responsible	Start Date	Completion Date
Create deployment plan to monitor and assist elementary math MGM's, middle school math content meetings, and high school department meetings to determine use of the mastery learning model	Jocelyn B. Becoats	08/01/09	On-going
Establish and schedule a K-12 vertical alignment process for the Enrichment Region	Project Team	08/01/09	On-going
Establish and schedule a K-12 vertical alignment process for 2 additional regions	Project Team	08/01/10	On-going
Establish and schedule a K-12 vertical alignment process for 2 additional regions	Project Team	01/01/11	On-going

Project Impacts

Identify other projects that relate to, that affect, or may be affected by, this project being planned. Identify major organization groups, processes, policies, etc. that could affect, or be affected by, this project. Document each related project's (and/or other entity's) relationship to your project, the interdependencies among projects (and/or other entities), and a degree of impact of "High", "Medium" or "Low." In addition, indicate when the impact will be resolved.

Project Impact	Description of Impact	Degree of Impact	Impact Resolution Date
Increase of math student achievement proficiency	Eighty-eight percent of students will perform at Level III or higher proficiency on EOG mathematics tests as measured by the North Carolina ABC accountability model. (71.4 percents as of the 2007-08 school year.)	High	06/2011
Increase of EOC proficiency	Eighty nine percent of students will perform at Level III or higher proficiency on all End-Of-Course (EOC) exams as measured by the North Carolina ABC accountability model. (65.5 percent as of the 2007-2008 school year.)	Medium	06/2011
Close scale score gap	The scale score gap on EOG mathematics tests will be reduced by 30 percent and by 15 percent on EOG reading tests.	Medium	06/2011

Project Impact	Description of Impact	Degree of Impact	Impact Resolution Date
Notes:	Research indicates that it takes a minimum of 2 years before we will see any results from embedded professional development with teachers on student achievement. (EOG's and EOC's are scheduled for revision in 2012.)		

Project Budget Summary

The budget and costs reflected in the Execution Project should account for all contracted services, materials and supplies, etc., required to achieve the stated scope and objectives. It does not imply automatic approval and budgeting. Approval, commitment and funding must be obtained from the SPAC. Indicate whether each item is budgeted or unbudgeted.

Budget Categories	Person Responsible	Budgeted Amount	Budgeted (Y/N/Pending)	Budget Code
Materials and Supplies	Project Team	\$70.73 (notebooks) \$500 (printing costs)	Pending	
Training	Project Team	\$12,000 (\$100/day for 3 days for 40 elem., middle and high school lead teachers, CF's, and/or coaches) in the enrichment region	Pending	
TOTAL:		\$12,570.73		
Notes:				

New Positions Required

Staffing Summary Resource Type	# of FTES	Duration	Hours	Budgeted (Y/N/Pending)
N/A				

Project Assumptions

Document any assumptions that could significantly affect the project (e.g. facilities usage, budget approval, etc.).

Project Assumptions	Description
Budget approval	The professional development training will need to occur during the summer incurring teacher stipends as done in the summers of 2007 and 2008. This was paid by Title 1.
School leaders will provide adequate time and support	It is assumed that regularly scheduled meetings are held at each school focusing on the math instructional model.

Project Approval

<input type="checkbox"/>	Approved	
<input type="checkbox"/>	Approved as Noted	
<input type="checkbox"/>	Rejected (See Note)	
Additional Comments:		
Last Revised:		

Project Status Reports

Complete attached Project Status Report for updates to SPAC.