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Implementation of Middle Grades Summer School Process for New Hanover County School District

I. *Executive Summary*

The New Hanover County School System is a Local Education Agency (LEA) within the North Carolina Department of Public Instruction. The school system is comprised of thirty-seven schools of which twenty-five are Elementary; seven are Middle, and five at the High School level. The Mission of the New Hanover County School System is to provide a high QUALITY education that prepares all students to be productive and contributing citizens of a global society. The school system is comprised of three divisions: Human Resources, Student Support and Operations, each of which report to the Office of the Superintendent.

The Federal “No Child Left Behind Act,” as well as the newly adopted State “Gateway Requirement” had a direct impact on the promotion requirements for students in the New Hanover County School System. The greatest impact was felt among 8th grade students who did not show proficiency. The New Hanover County School System requires students who are failing at the end of the 6th, 7th and 8th grade academic year to attend summer school. The End of Grade (EOG) test, which is administered by all Middle Schools within New Hanover County and required by the State, is the determining factor for student promotion. Students must score a level 3 or 4 on the Math and Language Arts sections of the test in order to be promoted. Students who score a level 1 or 2 on the End of Grade test in either the Math or Language Arts section must attend summer school.

One of the seven Middle Schools in the county serves as the “Host School” for students who are required to attend summer school. An intense 2 week instruction is held for Math and Language Arts. Students were tested again at the end of summer school to see if they made academic gains required, therefore meeting the Gateway requirements of the county, state, and federal standards for proficiency and promotion.

The purpose behind this project is to regulate the process for collecting student data from each of the seven Middle Schools in the New Hanover County School System for summer school placement. Each of the grade levels, 6 – 8, will individually be evaluated using the local, state and federal guidelines and requirements for the proper placement of students in the correct subject area, that of Math, Language Arts or both areas if necessary. Development of a process to be used by all Middle Schools will be streamlined and uniform. Identification of the personnel responsible for collecting accurate student information regarding previous test scores, social security number,

etc will be determined. Training will take place for Administrators at the Middle School Level as well as the designated individual responsible for student data and records. An informational self-instructional booklet, clearly stating the local, state and federal requirements for student promotion will be designed and developed to go along with the Power Point Presentation used during training.

A procedural pamphlet will be designed as an aid for collecting student data along with a uniform county form and checklist to be used by all the middle schools. A database template will be designed to be used by all middle schools for student information gathering. A training session will take place demonstrating the proper way to use the template.

The project will begin on January 10, 2005 and will take approximately 4 months to complete. A Project Manager will oversee the project. School personnel will work on this project during this time period along with maintaining their regular job requirements to defray the cost. The major cost of the project will be the salary of the Project Manager as well as the cost of print material. A budget of \$5000.00 is set.

Scope Management

Conceptual Development/Background

Problem Statement: The summer of 2004 was the first time that New Hanover County was required to apply the new federal and state requirements for student promotion. The New Hanover County School System also developed their own requirements to show student proficiency. Student information that was given to the Host Summer School was incomplete. Problems arose while trying to place students in the correct class due to the difference in the local and state requirements. Communication with the students' home school was an issue because many times the person responsible for collecting student information had left for the summer. Information did not arrive in a timely manner to place students in the correct class. Confusion for students as well as for teachers was evident. Since summer school is held only for 2 weeks it is imperative that students are placed in the correct class form day one. Too much time is lost if this does not happen.

Information Gathering: The summer school procedure was unchanged from past years even though the requirements for promotion differed. Middle School Principals received a memo addressing the changes for 8th grade promotion. The new standards and requirements were also discussed at a Principal meeting in May 2004. Principals shared the new standards and requirements with the person responsible for summer school placement. The person responsible for summer school placement differed at each of the Middle Schools. Information received was unclear and lead to confusion as how to place students, especially with the dual standards for 8th grade students. Student information that was sent to the "Host" Middle School many times was

incorrect. Unclear procedures as well as an understanding of the implementation of new requirements and standards, especially for the 8th grade students, lead to confusion for the school, parents, and students.

All middle schools were required to complete a standard student information gathering form as well as send individual student folders to the Host Summer School site. The Administrator for summer school, as well as the Computer Resource Teacher, discussed the discrepancies of placing, in particular 8th grade students, into the correct class(es) during the two week summer school session(s). It was noted that the Administrators at 3 of the middle schools collected student test scores and grades for placement in the correct summer school session. Counselors and teachers at the other 4 middle schools were responsible for collecting student information. The student forms generated by the Principals were completed with all the correct information and data. Student forms completed by counselors and teachers were lacking correct and sufficient student information. At the start of summer school numerous phone calls had to be made to the student's home school for information clarification.

Constraints

- Federal requirements differ from the State and Local requirements for student promotion.
- Lack of information at the local level specifically targeting the 8th grade students who are required to meet State Gateways for promotion along with the Federal requirements stemming from the "No Child Left Behind Act."
- There is no consistent designated person in charge of gathering data on students for promotion and summer school at the seven middle schools within the New Hanover County School System.
- The form used to collect student information has not been updated to incorporate the new requirements.
- Communication among the Middle Schools is lacking regarding the way data collection is handled and dissemination to the Host Middle School for summer school.
- Lack of incentives for individuals responsible for data collection.
- Lack of training for the summer school staff responsible for interpreting data sent from various Middle Schools.

Alternative Analysis

- The Director of Instruction can meet with Principals and counselors at the Middle School level to discuss the summer school process for New Hanover County Schools. Working together they can develop a uniform process for collecting student information and data.
- Each Middle School will develop a system for collecting information about student's personal and academic information. A school wide form will be used for students who are required to attend summer school.

Product Specifications and Objectives

- To evaluate the state, county and local requirements for student promotion and retention.
- To identify a management team made up of Administrators, Counselors, Computer Resource Teacher, the Director of Instruction, System Testing Coordinator, a representative of the Math and Language Arts Department
- To determine a permanent Host Middle School for summer school.
- To determine the individual at each of the 7 middle school responsible for evaluating, collecting and sending correct student information to the Host Summer School\Site. (ex. the school counselor or vice-principal).
- To develop a 2 hour training session using Power Point, clearly stating the local, state and federal requirements for student promotion.
- To develop an informational self –instructional booklet, clearly stating the local, state and federal requirements to be used as a guide after training has been held.
- To develop a procedural pamphlet for collecting student information and data.
- To develop one standard county form, as well as one checklist, to be used by all 7 middle schools for gathering student data.
- To develop one uniform database template to be used by all 7 of the Middle Schools for collecting specific student information to be sent to the Host Middle Summer School.
- To host one 2 hour training session on the “How To’s” of the database template.

Resource Estimates

Resource	Cost
Self Instructional booklet clearly stating promotion requirements	\$30.00 x 15 booklets = \$450.00
Procedural pamphlet for collecting student information	\$15.00 x 15 pamphlets = \$225.00
“Data Collecting” form and Checklist	\$10.00 x 15 = \$150.00
Database template	\$10.00 x 15 = \$150.00
Training for print material	\$150.00 – 1 session/3 hour in-service
Training for database template	\$150.00 – 1 session/3 hour in-service
Total cost	\$1275.00
Position	Hourly Rate
Project Manager	Flat Fee of \$3000.00
Instructional Designer/Computer Resource Teacher	\$50.00/hour
Subject Matter Expert	\$60.00/hour x 4 = \$240.00
Director of Instruction	\$80.00/hour
Administrator	\$70.00/hour

Curriculum Specialist	\$50.00/hour
Counselor	\$45.00/hour
Total	\$3240.00

Total Budget – \$4515.00

Payment Method:

The project manager will be paid to oversee the 4 month project. The SME from the State Department will be paid to share information with the Project Management Leadership Team.

The project will be completed in-house using the resources and talents available in the school system.

One Instructional Designer (who is the Computer Resource Teacher) to design and train:

- *Design and develop a Power Point presentation to be used for training.
- *Design and develop “Promotion Guidelines Requirements and Standards” self-instructional booklet
- *Design and develop procedural pamphlet for collecting student information.
- *Design Data Collecting form and Checklist
- *Design database template
- *Training of how to use the Database template

Development Teams and Position Descriptions

- Project Manager Leadership Team breaks the entire project down into major phases, estimated timeline and budget. Team is comprised of :
Project Manager, Instructional Designer/Computer Resource Teacher, Director of Instruction, and one Administrator.
- Project Manager Leadership Team - makes needed information available to project stakeholders in a timely manner.
 - *Establish logistics for the project team
 - * Establish member’s roles
 - * Establish lines of informal communication
 - * Establish protocol for formal communications
 - * Establish Schedule of meetings
 - * Generate a timeline
 - * Generate a budget
- Subject Matter Expert Team made up of a member from the State Department – responsible for sharing clear and concise information regarding student promotion specifically for 8th grade students who need to meet the State Gateways and Federal “No Child Left Behind Act” requirements. Director of Instruction of New

Hanover County Schools- responsible for sharing expectations and requirements for promotion.

- Front End Analysis Team – comprised of Instructional Designer/Computer Resource Teacher, one Counselor and One Administrator who will discover and provide information on “What is” and “What Should Be” happening in the organization. Report to the Project manager Leadership team.
- Evaluation Team - Curriculum Specialist from New Hanover County Schools and the Instructional Designer/Computer Resource Teacher. Instructional Designer/Computer Resource Teacher designs the Formative and Summative Evaluation as well as revises instruction as necessary. The Curriculum Specialist supervises implantation of one-on-one evaluations and supervision of implementation of field testing.

Communication Reporting

The Project Manager will be the driving force behind this project. At the kick off meeting all reporting structures will be determined. A shared understanding of specific task responsibilities, schedule requirements and budget constraints will be discussed. Since this project is being completed “in-house” using available personnel to defray the costs, communication is a vital component. All reporting will be handled at milestone team meetings as well as through frequent e-mail.

Work Breakdown Structure

1.0 Organization of Project

- 1.1 Determine the need
- 1.2 Establish desired outcomes
- 1.3 Sell process to the Director of Instruction for New Hanover County School
- 1.4 Identify teams and team leaders for each phase of the project
 - 1.4.1 Establish member roles
 - 1.4.2 Establish lines of communication
 - 1.4.2.1 Develop communication materials
 - 1.4.2.2 Review communication materials
 - 1.4.2.3 Approve communication materials/strategies
 - 1.4.3 Establish schedule of meetings
- 1.5 Estimate the time schedule
 - 1.5.1 Generate a timeline
- 1.6 Determine the costs
 - 1.6.1 Generate a budget

2.0 Needs Assessment and Gap Analysis

- 2.1 Begin Front End Analysis
 - 2.1.1 Hold orientation meeting
 - 2.1.2 Establish logistics for Front End Team
 - 2.1.2.1 Establish member roles
 - 2.1.2.2 Establish lines of communication

- 2.1.2.3 Establish meeting dates
- 2.1.2.4 Generate a timeline
- 2.1.2.5 Generate a budget
- 2.2 Identify strategies and steps for front-end data collection
 - 2.2.1 Identify strategies to determine “What Is?”
 - 2.2.2 Identify strategies to determine “What Should Be?”
 - 2.2.3 Identify the cause of the Gaps
 - 2.2.2.1 Categorize the Gap
 - 2.2.2.2 Determine the Rational of the Gaps
 - 2.2.2.3 Determine the Cost of the Gaps

3.0 Conduct Instructional Analysis

- 3.1 Classify the learning goal into a domain of learning that of intellectual and attitudinal
- 3.2 List the skills and knowledge the learner would need to have to perform this task
 - 3.2.1 How to interpret the standards and requirements for promotion based on the local, state and federal guidelines
 - 3.2.2 How to collect data from student records
 - 3.2.3 How to use a database
- 3.3 Describe what the learner would be doing if they already possessed these skills in a step-by-step manner
 - 3.3.1 Identify entry behaviors
 - 3.3.3.1 Administer a survey
 - 3.3.3.2 Conduct informal interviews
- 3.4 Describe the attitude the learner should possess to positively complete the task
 - 3.4.1 Identify the barriers that are present influencing the attitude of the learners
 - 3.4.4.1 Conduct informal interviews
 - 3.4.4.2 Administer a survey
 - 3.4.4.3 Identify the consequences, incentives and/or rewards
 - 3.4.4.4 Identify the expectations required

4.0 Analyze Learners

- 4.1 Gather information about learners
 - 4.1.1 Identify whether the learners’ possess entry level skills
 - 4.1.1 Administer a survey
 - 4.1.2 Conduct interviews
 - 4.1.2 Identify learners’ prior knowledge of the topic
 - 4.2.1 Administer a survey
 - 4.2.2 Conduct interviews
 - 4.1.3 Identify learners’ attitudes toward the process towards content and potential delivery system
 - 4.3.1 Administer a survey

4.3.2 Conduct interviews

5.0 Context Analysis of Learning Environment

- 5.1-Collect data for context analysis in the performance setting
 - 5.1.1 Observe performance environment where skills will be used
 - 5.1.2 Describe the physical and organizational environment where the skills will be used
- 5.2-Collect Data for Context Analysis in learning setting
 - 5.2.1 Review current situation
 - 5.2.2 Observe learning environment
 - 5.2.3 Interview with potential learners
 - 5.2.4 Review what should be at the learning environment to properly support the instruction
- 5.3 Analyze what is and what should be
 - 5.3.1 Compatibility of site with instructional requirements
 - 5.3.2 Adaptability for delivery approaches

6.0 Write Performance Objectives

- 6.1-Review scope statement
 - 6.1.1-Ensure that what is stated in the scope statement describes exact content that the learner will gain through instruction
- 6.2-Write terminal objective – *describe the conditions for performing the goal at the end of the instruction.*
- 6.3-Write objectives for each step in the goal as well as sub-steps
- 6.4 Write objectives for entry behaviors if necessary

7.0 Develop Assessment Instruments

- 7.1 Identify the elements to be evaluated
 - 7.1.1 Sequence the elements on the instrument
- 7.2 Design mastery level for each element
- 7.3 Write the test items
- 7.4 Write the test directions
- 7.5 Send test out for validation

8.0 Develop Instructional Strategies

- 8.1 Choose an instructional delivery system
 - 8.1.1 Consider the learner characteristics as well as the objectives and assessment requirements.
 - 8.1.2. Review the instructional analysis with objectives taught in sequence
 - 8.1.3. Plan the learning components that will be used in the instruction.
 - 8.1.4. Specify effective media and materials to be used
 - 8.1.4.1 Power Point Presentation
 - 8.1.4.2 “Standards” Self-Instructional Booklet

- 8.1.4.3 Procedural self-instructional manual for data collection
- 8.1.4.4 Standard “Data Collection” form and checklist
- 8.1.4.5 Database template

9.0 Develop and Produce Instructional Materials

- 9.1 Review the instructional strategy for each objective
- 9.2 Develop and design a standard self-instructional procedural booklet for requirements and standards for student promotion
- 9.3 Develop and design a procedural manual used to collect student data
- 9.4 Develop and design a “Data Collection” form and checklist
- 9.5 Develop and design a database template

10.0 Design and Conduct Formative Evaluation

- 10.1 Design formative evaluation
- 10.2 Conduct formative evaluation to be preformed by the Curriculum Specialist of New Hanover County Schools
 - 10.2.1 Observations – one-to-one evaluation
 - 10.2.2.1 Time estimate for evaluation
 - 10.2.2 Field testing
 - 10.2.2.1 Time estimate for evaluation
 - 10.2.3 Analyze formative evaluation data
- 10.3 Revise the instructional product as necessary

11.0 Design and Conduct Summative Evaluation

- 11.1 Design summative evaluation
- 11.2 Conduct summative evaluation to be preformed By the Curriculum Specialist of New Hanover County Schools
 - 11.2.1 Identify the impacts on learner- are learners able to transfer information, skills and attitudes from the instructional setting to the job setting?
 - 11.2.2 Identify the impact on the organization – are learners changed behaviors and attitudes making a positive difference in the organization?
 - 11.2.3 Implement the summative evaluation.

III. Project Work

A. Deliverables

- Needs assessment report and recommendations
- Instructional analysis report that includes learning goals and performance objectives.
- Contextual analysis report of training facilities and working conditions.
- Training consisting of a 2 hour Power Point Presentation clearly stating the Federal, State and local standards and requirements for student promotion accompanied with an informational self–instructional booklet.

- Procedural pamphlet to be used to collect student data.
- Standard county form as well as a checklist, for gathering student information and data.
- Uniform database template.
- Training (2 hour) session on the “how to’s” of the database template.

B. Major Milestones

- Organization of Project – Present project to the Director of Instruction
- Kick off Meeting – all major participants will understand the project goals, milestones, responsibilities, schedules and budget.
- Begin FEA -Hold Orientation Meeting. Set responsibilities for collecting and analyzing information.
- Conduct Hold meeting to discuss ELCA – produce a document of skills, knowledge, and attitudes required for learner to perform their respective responsibilities.
 - ~ conduct interviews
 - ~conduct survey
 - ~analyze data for prior knowledge, attitudes and learning preference/abilities
- Develop Performance Objectives – produce a documentation of behavioral performance objectives and the conditions under which they are to be performed.
- Develop Assessment Instruments – Team will produce all assessment instruments for training.
- Develop Instructional Strategy – selection of instructional delivery system
- Develop and Produce Instructional Materials – produce content material to be used in activities
- Design and Conduct Evaluation – formative and summative evaluations
Send feedback to Instructional Designer/CRT for revisions
- Implementation of Training
- Meeting to discuss Training and Evaluation Results –
- Closure of Project

IV. Risk Management

List of Risks:

- Procedural booklet produced in-house may be delayed due to office equipment malfunction.
- Print material has errors and needs to be sent back for revisions.
- Lack of slack days in the project.
- The Project Manager Leadership Team is unable to meet at the assigned dates due to unforeseen scheduling problems.

Definition	Condition: Procedural booklet produced in-house may be delayed due to office equipment malfunction. Consequences: Training can not occur on assigned date. Reservation for the training site will have to be rescheduled.
Probability	There is a 20% chance that the booklet will not be completed on time.
Response	Build into the budget discretionary money to be used to out source the printing of the booklet.

Probability

Medium	High	Extreme
Low	Medium	High
Minimal	Low	Medium
Low	Medium	Very High

Severity of Consequences

Definition	Condition: Print material has errors and needs to be sent back for revisions. Consequences: Training can not occur as scheduled. Reservation for the training site will have to be rescheduled.
Probability	There is a 10% chance that the print material will need revisions.
Response	Hire a proofreader to review the print material before printing.

Probability

Medium	High	Extreme
Low	Medium	High
Minimal	Low	Medium
Low	Medium	Very High

Severity of Consequences

Definition	Condition: Few slack days are built into the project. Consequences: Due to an unforeseen problem the project will be delayed affecting the schedule and cost of the project.
Probability	There is a 20% chance that the project cannot be followed in the sequential path designed.
Response	Days are built into the project throughout planning and development.

Probability

Medium	High	Extreme
Low	Medium	High
Minimal	Low	Medium
Low	Medium	Very High

Severity of Consequences

Definition	Condition: The Project Manager Leadership Team is unable to meet at the assigned dates due to unforeseen scheduling and/or personal problems. Consequences:
Probability	There is a 20% chance that the team is unable to meet due to unforeseen scheduling and/or personal problems.
Response	Build in 3 undesigned days into the project.

Probability

Medium	High	Extreme
Low	Medium	High
Minimal	Low	Medium
Low	Medium	Very High

Severity of Consequences

V. Network Planning and Scheduling (See Microsoft Project)

- A. Network Diagram showing Durations and Earliest Start and Finish Times**
- B. Network Diagram Showing Durations and Latest Start and Finish Times**

- C. Schedule Showing Slack**
- D. Critical Path**
- E. Revised Schedule**