

Grantee Name: Puget Sound Educational Service District

Commitment 4: Double Completion of Algebra or Higher in Eighth Grade

Project Goals/Desired Outcomes: Increased Algebra course taking by 8th grade students

Narrative: The Consortium commits to double the number of students taking algebra or higher in the eighth grade by the of the grant period through the following activities and tasks.

Key Performance Measures: 8th Grade Enrollment in Algebra or Higher, Remediation Rate

Cross-reference to other projects: Effective implementation of this commitment will be supported by increasing teacher capacity in algebra instruction (districts can reinforce this through Project 1: Invest in Teaching and Leading Investment Fund in Section C.2) and our regional Commitment to CCSS implementation.

Budget Narrative: No RTT-D funds support Commitment 4: Double Completion of Algebra or Higher in Eighth Grade. The funds represented in this SOW are those that districts and PSESD will spend from existing budgets or future secured funds.

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference	Change from application (includes pg. reference)	Rationale for change	Implications on other activities, performance measures, and budget?
							Estimated total 4 year cost to districts and PSESD					
18.1	Activity 18.1: Establish regional math task force	Math Task Force; PSESD Math Program Manager (MPM); District Math Leaders	7/1/13	12/31/13			\$1,200,000					
18.1.1	Task 18.1.1: Identify district math leaders to participate on math task force	District Math Leaders; PSESD MPM	7/1/13	9/30/13								
18.1.2	Task 18.1.2: Identify structure and vehicle for communication	Math Task Force; PSESD MPM	10/1/13	12/31/13								
18.1.3	Task 18.1.3: Implement regional communication such as sharing information/data, research, problem solving and solution development	Math Task Force; PSESD MPM	10/1/13	12/31/13								
	<i>Deliverable: Task force established</i>	<i>District Math Leaders; PSESD MPM</i>	9/30/13	9/30/13								
	<i>Deliverable: Ongoing communication to partners</i>	<i>Math Task Force; PSESD MPM</i>	12/31/13	12/31/13								
	<i>Milestone: Task force established</i>	<i>District Math Leaders; PSESD MPM</i>	9/30/13	9/30/13								
	<i>Milestone: First communication delivered</i>	<i>Math Task Force; PSESD MPM</i>	12/31/13	12/31/13								
18.2	Activity 18.2: Inventory, develop and promote models of instructional shift from content to math practices aligned with Common Core State Standards in Math (CCSS-M)	Math Task Force; PSESD MPM	1/1/14	6/30/16								
18.2.1	Task 18.2.1: Inventory first half of existing models of instructional shift from content to math practices aligned with CCSS-M	Math Task Force	1/1/14	3/31/14								
18.2.2	Task 18.2.2: Inventory second half of existing models of instructional shift from content to math practices aligned with CCSS-M	Math Task Force	4/1/14	6/30/14								
18.2.3	Task 18.2.3: Develop first third of missing models of instructional shift from content to math practices aligned with CCSS-M	Math Task Force	10/1/14	12/31/14								
18.2.4	Task 18.2.4: Develop second third of missing models of instructional shift from content to math practices aligned with CCSS-M	Math Task Force	1/1/15	3/31/15								
18.2.5	Task 18.2.5: Develop last third of missing models of instructional shift from content to math practices aligned with CCSS-M	Math Task Force	4/1/15	6/30/15								
18.2.6	Task 18.2.6: Promote the inventoried and developed models of instructional shift in district based and regional math PD sessions, as well as regional math leadership team meetings	Math Task Force; PSESD MPM	7/1/15	9/30/15								

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18.2.7	Task 18.2.7: Continue to promote the inventoried and developed models of instructional shift in district based and regional math PD sessions, as well as regional math leadership team meetings	Math Task Force; PSESD MPM	10/1/15	12/31/15								
18.2.8	Task 18.2.8: Continue to promote the inventoried and developed models of instructional shift in district based and regional math PD sessions, as well as regional math leadership team meetings	Math Task Force; PSESD MPM	1/1/16	3/31/16								
18.2.9	Task 18.2.9: Continue to promote the inventoried and developed models of instructional shift in district based and regional math PD sessions, as well as regional math leadership team meetings	Math Task Force; PSESD MPM	4/1/16	6/30/16								
	<i>Deliverable: Comprehensive inventory of existing models of instructional shift aligned with CCSS-M</i>	Math Task Force	6/30/14	6/30/14								
	<i>Deliverable: Missing models of instructional shift from content to math practices aligned with CCSS-M developed</i>	Math Task Force	6/30/15	6/30/15								
	<i>Milestone: Comprehensive inventory of existing models of instructional shift aligned with CCSS-M</i>	Math Task Force	6/30/14	6/30/14								
	<i>Milestone: Missing models of instructional shift from content to math practices aligned with CCSS-M developed</i>	Math Task Force	6/30/15	6/30/15								
	<i>Milestone: Models of instructional shift from content to math practices promoted across region</i>	Math Task Force; PSESD MPM	6/30/16	6/30/16								
18.3	Activity 18.3: Define algebra course content and identify consistent math course student placement requirements and math pathways	Math Task Force; PSESD MPM; District Math Leaders	10/1/13	6/30/15			\$320,000					
18.3.1	Task 18.3.1: Begin to define content of algebra 1 course	Math Task Force	10/1/13	12/31/13								
18.3.2	Task 18.3.2: Continue to define content of algebra 1 course	Math Task Force	1/1/14	3/31/14								
18.3.3	Task 18.3.3: Finish defining content of algebra 1 course	Math Task Force	4/1/14	6/30/14								
18.3.4	Task 18.3.4: Start determining relationship between CCSS-M content, instructional materials and standards for mathematical practice	Math Task Force; PSESD MPM	1/1/14	3/31/14								
18.3.5	Task 18.3.5: Finish determining relationship between CCSS-M content, instructional materials and standards for mathematical practice	Math Task Force; PSESD MPM	4/1/14	6/30/14								
18.3.6	Task 18.3.6: Assess current practices in districts for determining algebra readiness	Math Task Force; District Math Leaders	7/1/14	9/30/14								
18.3.7	Task 18.3.7: Identify critical success and failure indicators along K-8 math pathway for students and teachers	Math Task Force	10/1/14	12/31/14								
18.3.8	Task 18.3.8: Develop consistent math course placement requirements	Math Task Force; District Math Leaders	1/1/15	3/31/15								
18.3.9	Task 18.3.9: Start post-algebra pathways plan development	Math Task force; District Math Leaders; PSESD MPM	1/1/15	3/31/15								
18.3.10	Task 18.3.10: Finish post-algebra pathways plan development	Math Task force; District Math Leaders; PSESD MPM	4/1/15	6/30/15								
	<i>Deliverable: Content of algebra 1 course defined</i>	Math Task Force	6/30/14	6/30/14								

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	<i>Deliverable: Consistent math course placement requirements defined</i>	<i>Math Task Force; District Math Leaders</i>	3/31/15	3/31/15								
	<i>Deliverable: Critical success and failure indicators in K-8 math for students and teachers identified</i>	<i>Math Task Force</i>	12/31/14	12/31/14								
	<i>Deliverable: Post-algebra pathways developed</i>	<i>Math Task force; District Math Leaders; PSESD MPM</i>	6/30/15	6/30/15								
	<i>Milestone: Content of algebra 1 course defined</i>	<i>Math Task Force</i>	6/30/14	6/30/14								
	<i>Milestone: Consistent math course placement requirements defined</i>	<i>Math Task Force; District Math Leaders</i>	3/31/15	3/31/15								
	<i>Milestone: Critical success and failure indicators in K-8 math for students and teachers identified</i>	<i>Math Task Force</i>	12/31/14	12/31/14								
	<i>Milestone: Post-algebra pathways developed</i>	<i>Math Task force; District Math Leaders; PSESD MPM</i>	6/30/15	6/30/15								
18.4	Activity 18.4: Identify and implement successful core and intervention instructional practices to accelerate success of targeted subgroups	Math Task Force; PSESD MPM; PSESD Equity and Inclusion Center	10/1/13	6/30/16			\$80,000					
18.4.1	Task 18.4.1: Start to inventory what is working regionally across K-8 to close the math opportunity gaps	Math Task Force; PSESD MPM	10/1/13	12/31/13								
18.4.2	Task 18.4.2: Finish the inventory what is working regionally across K-8 to close the math opportunity gaps	Math Task Force; PSESD MPM	1/1/14	3/31/14								
18.4.3	Task 18.4.3: Share in district and regionally what is working across K-8 to close the math opportunity gaps	Math Task Force; PSESD MPM	4/1/14	6/30/14								
18.4.4	Task 18.4.4: Begin to identify successful K-8 models of instructional practices for CCSS-M and interventions for targeted subgroups	Math Task Force; PSESD MPM	10/1/14	12/31/14								
18.4.5	Task 18.4.5: Continue to identify successful K-8 models of instructional practices for CCSS-M and interventions for targeted subgroups	Math Task Force; PSESD MPM	1/1/15	3/31/15								
18.4.6	Task 18.4.6: Complete the identification of successful K-8 models of instructional practices for CCSS-M and interventions for targeted subgroups	Math Task Force; PSESD MPM	4/1/15	6/30/15								
18.4.7	Task 18.4.7: Begin to identify culturally relevant instructional practices and equitable structures in math that will reduce opportunity gap	Math Task Force; PSESD Equity and Inclusion Center	10/1/14	12/31/14								
18.4.8	Task 18.4.8: Continue to identify culturally relevant instructional practices and equitable structures in math that will reduce opportunity gap	Math Task Force; PSESD Equity and Inclusion Center	1/1/15	3/31/15								
18.4.9	Task 18.4.9: Complete the identification of culturally relevant instructional practices and equitable structures in math that will reduce opportunity gap	Math Task Force; PSESD Equity and Inclusion Center	4/1/15	6/30/15								
18.4.10	Task 18.4.10: Implement successful core and intervention instructional practices to accelerate success of targeted subgroups	District Math Leaders	7/1/15	9/30/15								

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18.4.11	Task 18.4.11: Continue to implement successful core and intervention instructional practices to accelerate success of targeted subgroups	District Math Leaders	10/1/15	12/31/15								
18.4.12	Task 18.4.12: Continue to implement successful core and intervention instructional practices to accelerate success of targeted subgroups	District Math Leaders	1/1/16	3/31/16								
18.4.13	Task 18.4.13: Continue to implement successful core and intervention instructional practices to accelerate success of targeted subgroups	District Math Leaders	4/1/16	6/30/16								
	<i>Deliverable: Successful K-8 math practices, models and interventions identified</i>	Math Task Force; PSES MPM	6/30/15	6/30/15								
	<i>Deliverable: Culturally relevant instructional practices and equitable structures in math identified</i>	Math Task Force; PSES Equity and Inclusion Center	6/30/15	6/30/15								
	<i>Milestone: Successful K-8 math practices, models and interventions identified</i>	Math Task Force; PSES MPM	6/30/15	6/30/15								
	<i>Milestone: Culturally relevant instructional practices and equitable structures in math identified</i>	Math Task Force; PSES Equity and Inclusion Center	6/30/15	6/30/15								
18.5	Activity 18.5: Develop and implement a professional development system for teachers and administrators, that addresses mathematical practices and math content knowledge	Math Task Force; PSES MPM; District Math Leaders	10/1/14	6/30/16			\$3,500,000					
18.5.1	Task 18.5.1: Complete needs assessment of teacher math content, pedagogical knowledge and skills using survey instruments	Math Task Force; District Math Leaders	10/1/14	12/31/14								
18.5.2	Task 18.5.2: Assess administrator knowledge of pathways, mathematical practices and placement determinators	Math Task Force; District Math Leaders	10/1/14	12/31/14								
18.5.3	Task 18.5.3: Determine regional professional development needs to target subgroups using survey instruments	Math Task Force; PSES MPM	1/1/15	3/31/15								
18.5.4	Task 18.5.4: Identify and/or develop professional development to support teacher and administrator needs	Math Task Force; PSES MPM	4/1/15	6/30/15								
18.5.5	Task 18.5.5: Provide professional development to support teacher and administrator needs	Math Task Force; PSES MPM; District Math Leaders	7/1/15	9/30/15								
18.5.6	Task 18.5.6: Continue to provide professional development to support teacher and administrator needs	Math Task Force; PSES MPM; District Math Leaders	10/1/15	12/31/15								
18.5.7	Task 18.5.7: Continue to provide professional development to support teacher and administrator needs	Math Task Force; PSES MPM; District Math Leaders	1/1/16	3/31/16								
18.5.8	Task 18.5.8: Continue to provide professional development to support teacher and administrator needs	Math Task Force; PSES MPM; District Math Leaders	4/1/16	6/30/16								
	<i>Deliverable: Professional development to support teacher and administrator needs identified or developed</i>	Math Task Force; PSES MPM	6/30/15	6/30/15								
	<i>Deliverable: Professional development to support teacher and administrator needs delivered</i>	Math Task Force; PSES MPM; District Math Leaders	6/30/16	6/30/16								
	<i>Milestone: Assessment of teacher math content, pedagogical knowledge and skills completed</i>	Math Task Force; District Math Leaders	12/31/14	12/31/14								

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	<i>Milestone: Assessment of administrator knowledge of pathways, mathematical practices and placement determinators completed</i>	Math Task Force; District Math Leaders	12/31/14	12/31/14								
	<i>Milestone: Regional professional development needs for subgroups determined</i>	Math Task Force; PSES MPM	3/31/15	3/31/15								
	<i>Milestone: Professional development to support teachers and administrators delivered</i>	Math Task Force; PSES MPM; District Math Leaders	6/30/16	6/30/16								
							Total: \$5,105,000					