

International Studies/International Baccalaureate Centers

PROJECT CHARTER

October, 2008

Correlation to Strategic Plan

This project supports the following Strategic Goal(s) of Albemarle County Public Schools: *(Check all that apply)*

- ☒ Goal 1 – Prepare all students to succeed as members of a global community and in a global economy.
- ☐ Goal 2 – Eliminate the Achievement Gap.
- ☐ Goal 3 – Recruit, retain, and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.
- ☒ Goal 4 – Achieve recognition as a world-class educational system.
- ☒ Goal 5 – Establish efficient systems for development, allocation, and alignment of resources to support the Division's vision, mission, and goals.

Level of Impact

Indicate the project's highest level of impact: *(Select only one)*

☒ Division

☐ School

☐ Department

Strategic Plan Measurement Indicator(s) Addressed:

See Proposal

Project Description:

Unprecedented change affects all areas of economic, political, and social life. How we should educate children for their future in a global economy and global community is the question this project seeks to answer. Based on action research and a commitment to developing world class educational programs, this project is focused on 1) development of an International Studies/IB Academy at the high school level 2) development of school-wide or school within school International Studies models for elementary and middle schools 3) the expansion of a world languages program to include non-Western languages, K-12.

Desired Results:

List objectives (specific end results) the project aims to accomplish.

1	Comparison of the FQL with identified international standards and/or benchmarks
2	Recommendation to School Board on Implementing an international Studies program K-12
3	
4	
5	

Note: To list more than 5 Desired Results, from last row in table, <Tab> to add additional rows.

Deliverables

List specific products or events (nouns) to be produced by the project. Deliverables are intended to align with and produce the Desired Results. (Examples: a training session, a document, a software product, a process definition, etc.)

1	Comparison of FQL to a "Matrix of International Standards and Benchmarks" (Academic and Career-Related)
2	Recommendation from High School Concept Development Team: International Studies Academy
3	Recommendation for implementation of middle school international studies/21 st century learning based on Action Research: Comparing two models for international studies a) IB Middle Years Program at Henley (grade 6) b) World language and culture integration into FQL curriculum (grade 6)
4	Recommendation for implementation of elementary international studies/21 st century learning based on pilot of the IB Primary Years Program at Agnor Hurt and Meriwether Lewis Elementary Schools (grades 2 – 5)

Note: To list more than 5 Deliverables, from last row in table, <Tab> to add additional rows.

Project Organization

Role	Description	Staff Assigned
Sponsor (member of Executive Staff)	Has ultimate authority over and is responsible for a project and/or program, its scope and deliverables.	Deborah Collins
Project Manager(s)	Develops and maintains Project Charter and project schedules, executes project reviews, tracks and disposes of issues and change requests, manages the budget, and is responsible for overall quality of the deliverables.	Patricia Hughes
Project Team	Is responsible for performing the activities necessary for implementation of the project.	Betsy Agee, Darah Bonham, Kim Cousins, Michele Del Gallo, Chris Gilman, Andy Grider, , Sylvia Henderson, Patricia Hughes, Pat

		McLaughlin, M-E Via
Key Stakeholders	Provides expert understanding of their organization and represents area for which the project is intended to support/serve.	Students, Parents, Teachers, Business Community, Minority Communities

Project Strategies/Processes

Item #	Deliverable(s) and Action Steps	Responsible Person	Start Date	Projected End Date
1.0	Matrix of International Standards & Benchmarks – Compare to FQL	P. Hughes/C. Gilman D. Bonham	March 09	Sept 09
1.1	Identify standards/benchmarks including process based standards from variety of international sources		March 09	May 09
1.2	Research PISA and TIMMS Assessments		same	same
1.3	Meet with UVA Universitas 21 representatives for information on new expectations for college curriculum and preparedness – impact on K-12		March 09	April 09
1.4	Investigate the process used by other countries for infusing foreign language and cultural studies into curriculum		March 09	June 09
1.5	Develop and conduct surveys to solicit input on 21 st century learning (for rising 9 th graders & parents); follow with focus groups including one for business leaders		March 09	April 09
1.6	Compare information from benchmarks and survey/focus group results to FQL – prepare report for the Superintendent		July 09	Sept 09
2.0	Recommendation from High School Concept Development Team: International Studies Academy/Career & Tech Ed Center	P. Hughes/D. Bonham	Sept. 2009	April 2010
2.1	Establish a concept team representing teachers and administrators from across the division: develop process protocols		Mar. 09	May 2010
2.2	Use survey/focus group results and Matrix of International Standards to frame vision/mission statements		April 09	June 09
2.3	Meet with UVA I& business leaders in international education (ex. Universitas 21)		April 09	May 09
2.4	Visit IB Diploma Program Schools		Sept. 09	April 09
2.5	Establish a web site to disseminate information on progress & receive community input progress		Sept. 09	On-going
2.6	Develop a plan for implementing an Academy for International Studies – grades 9 – 12 by 2011-12 school year		Oct. 09	Oct. 2010
2.7	Recommendation to Superintendent		Nov. 2010	Nov. 2010
3.0	Recommendation for implementation of middle school international studies/21st century learning	P. Hughes/C. Gilman/P. McLaughlin/B. Agee/M-E Via	Jan. 2009	May 2010
3.1	Develop criteria to measure 2		Feb. 09	Feb. 09

	international studies models: IB and World Language/Culture Integration: a) Student Achievement b) International Studies Curriculum c) Student Ownership of Learning			
3.2	Henley and Walton principals identify teacher leadership and training needs		Feb. 09	Feb. 09
3.3	School teams develop a plan for developing and implementing their model (includes outreach to community and evaluation plan)		Feb. 09	April 09
3.4	Summer Training: (Pam) Intensive one-week boot camp on: 21 st century learning, international studies and FQL/technology training b) FQL/IS curriculum planning c) IB for Heads of School, IB Coordinator and Subject area teachers		May 2009	Summer 09
3.5	School teams develop curriculum		May 2009	On-going
3.6	Develop evaluation plan: Pilot new assessments and technology products (i.e. MAP, One-to-One Initiative) as part of action research		April 09	On-going
3.7	Make recommendation to Superintendent in time for 2010-11 budget		December 2009	Feb. 2010
4.0	IB Pilot (Elementary School)	P. Hughes K. Cousins/ M. Del Gallo/Sylvia Henderson/A. Grider	Jan. 2009	May 2010
4.1	Develop criteria to measure effectiveness of the IB PYP at 2 diverse schools: Agnor Hurt, Meriwether Lewis a) Student Achievement b) International Studies Curriculum c) Student Ownership of Learning		Feb. 09	Feb. 09
4.2	Project Mgmt Team visit James River Elementary School (IB) to gather information and observe PYP in action		Jan. 09	Jan. 09
4.3	Agnor Hurt and Meriwether Lewis principals identify core leadership and training needs		Feb. 09	Feb. 09
4.4	Principals attend IB Level 1 training:		March 24, 09	March 26, 09
4.5	School teams develop a plan for developing and implementing their model (includes outreach to community and evaluation plan)		Mar. 09	Mar. 09
4.6	Training & Curriculum Development: a) Begin unit development around 2 IB Themes: "Who I Am"; "Sharing the Planet" (grades 2 – 5) b) Send core leaders to IB Level 1 training: includes 2-3 and 4-5 teachers, GRT, Instructional Coach c) Attend Edutech Conference		May 09	Aug. 09
4.7	Develop evaluation plan: Pilot new assessments and technology products (i.e. MAP) as part of action research		Feb. 09	April 09

Project Dependencies and Assumptions

Identify other project dependencies and/or efforts that are related to, affect, or may be affected by the project being planned. Also, identify any assumptions that, depending on their outcome, could significantly affect the project. (Examples: staff availability, another project that must be done prior to launch, etc.)

Dependency/Assumption (brief description)	Degree of Impact (Low, Medium or High)
Successful implementation of an international studies focus/program will depend on the School Board's willingness to provide funding. Additional funds may be available through grants. The bulk of funding for IB is in training of coordinators and teachers.	High
Piloting of assessment instruments under consideration for implementation (ex. MAP) will benefit students by encouraging student ownership of learning (IS/IB Project Goal)	Medium/High
Selection of international schools/academy will depend on a number of factors, including parent interest, division demographics, space and transportation needs.	High
Parents and students will be willing to participate in pilot programs and participate in the evaluation of international studies models. (answers the question of IB feasibility)	Medium/High
To advance a county-wide emphasis on Chinese (Mandarin), we will have to hire Chinese language teachers (by the 2010-11 school year). This impacts our school budget starting that year.	High

Note: To list more than 3 Dependencies/Assumptions, from last field under Degree of Impact, <Tab> to add additional rows.

Risk Management

Risk management is a defensive measure involving identifying, analyzing, and either accepting or mitigating risk. The purpose of risk management is to minimize both risk and costs.

Risk(s)	Probability of Occurrence (Low, Medium or High)	Potential Impact	Strategy (Research, Accept, Mitigate or Watch)	Action(s) To Support Strategy
Funding 2010-12	High	Determine outcome of program implementation/move division to 21 century learning (goals #1, 4)		
Community/Parent Pressure	Medium	Will increase pressure for location of international schools		

Note: To list more than 3 Risks, from last field under Action(s) To Support Strategy, <Tab> to add additional rows.

Project Budget Summary

The budget and costs reflected in the Project Charter should account for all resource labor, hardware, software, facilities, etc., required to achieve the stated scope and objectives.

Budget Categories		Year 1 Amount			Year 2 Amount		
		Total for Year 1	Funding Source	Funding Source	Total for Year 2	Funding Source	Funding Source
a	Internal Resource Labor <i>(estimate the number of hours that will be required to complete the project)</i>	[#] hours	[Indicate funding source]	[Indicate funding source]	[#] hours	[Indicate funding source]	[Indicate funding source]
b	External Resource Costs <i>(Total Contract Costs)</i>	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]
c	Materials and Supplies	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]
		[List materials and supplies]			[List materials and supplies]		
d	Employee Expenses <i>(i.e., travel, registration fees, etc.)</i>	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]
		[Detail employee expenses]			[Detail employee expenses]		
e	Training	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]
		[List training]			[List training]		
f	Other	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]
		[List other expenses]			[List other expenses]		
TOTAL <i>(sum rows b-f)</i>		[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]	[\$XXX]

Approved by PMOC: _____ Date: _____

Team Member Agreement to Participate

Instructions: Hold a review of the Project Charter with your team members and obtain their agreement to participate. Each team member's signature represents his or her agreement to participate in this effort.

Organization/Team Member	Signature	Date
Betsy Agee		
Darah Bonham		
Michele Del Gallo		
Chris Gilman		
Andrew Grider		
Sylvia Henderson		
Patricia Hughes		
Patrick McLaughlin		
M-E Via		

Note: To list more than 10 Team Members, from last field under Date, <Tab> to add additional rows.