



***Technology Now: Digital Conversion  
Project Management Plan***

Version 2.0

7/24/2014



***MOVING FORWARD FOR OUR STUDENTS,  
MOVING FORWARD WITH  
21<sup>ST</sup> CENTURY LEARNING TOOLS!***

## VERSION HISTORY

*The table below provides the project plan's history as it evolves and changes through its life cycle.*

Version #	Implemented By	Revision Date	Approved By	Approval Date	Reason
1.0	<i>Tom Saunders</i>	<i>05/02/14</i>	<i>Dr. Lockard</i>	<i>April, 2014</i>	<i>Beginning of Technology Now: Digital Conversion Project</i>
2.0	Tom Saunders	7/24/14	Dr. Lockard		Updated goals, objectives and budget

## Project Management Plan Approval

The undersigned acknowledge they have reviewed the *Technology Now: Digital Conversion Project Management Plan* and agree with the approach it presents. Changes to this **Project Management Plan** will be coordinated with and approved by the undersigned or their designated representatives.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Print Name: Theresa Alban  
 Title: Superintendent  
 Role: **Executive Sponsor** has ultimate authority regarding the project.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Print Name: Michael Markoe  
 Title: Deputy Superintendent  
 Role: **Business Owner** provides high level support of the project.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Print Name: Thomas M. Saunders  
 Title: Instructional Director of Middle Schools  
 Role: **Project Manager** is responsible for planning, developing, and implementing the project on time and within budgetary constraints.

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## **FCPS's Technology Now: Digital Conversion Project Plan**

### **1. INTRODUCTION: TECHNOLOGY NOW: DIGITAL CONVERSION PROJECT PLAN**

FCPS's **Technology Now: Digital Conversion Project** is a strategic approach to use one-time funding provided by the Frederick County's Board of County Commissioners (BOCC) to continue the development of *digital learning environments* in all middle schools that will enhance the teaching and learning process, as well as improve administrative functions and efficiencies.

**Why Technology Now?** Funding for educational technology has decreased significantly over the past five years as a result of the economic challenges that faced both local and state governments. Consequently, FCPS has fallen behind in maintaining the state's recommended five-year cycle to replace outdated digital devices in schools. In fact, over 70% of computers in FCPS schools are older than 5-years. Of these older computers, a significant number don't have the capacity to connect to the wireless networks that have been recently installed in schools. It is estimated to bring all FCPS schools up to current educational technology standards, it would cost approximately \$21 million.

Three years ago, FCPS made the strategic decision to delay the purchase of digital devices and use its limited technology funds to instead improve infrastructure and install wireless technology in our schools. This decision resulted in the creation of the infrastructure to support the development of digital learning environments at all schools. However, it also resulted in the aging of much of the technology in our schools, with many computers not able to access the newly installed wireless network.

With a wireless infrastructure in place and \$1 million in technology funding from the BOCC, FCPS can now focus on replacing aging school-based computers with cutting edge digital devices that will help transform instruction and learning. Today's students are the first generation to grow up surrounded by technology. The latest brain research tells us that today's students, with a constant barrage of images and information, think and process information in ways that are fundamentally different than their predecessors. Teaching this new generation of learners in a way that is relevant and engaging provides the impetus and challenge for Technology Now, with the project focusing on middle schools.

**Why Middle Schools?** During the 2013/14 school year, FCPS received a \$670,000 Digital Learning grant from the State of Maryland. As a result of this grant, approximately 1200 digital devices were deployed in middle schools in June 2014. In addition, digital learning units in 8<sup>th</sup> grade English and Science were developed that will be implemented during the 2014/15 school year. FCPS will build upon this success and use Technology Now funds to continue deploying digital devices in our middle schools to reach an almost 1:1 student-to-device ratio.

**What's the Plan?** Increasing the use of technology will boost student engagement, increase learning and help teachers to instruct in new ways. We recognize the value of digital learning environments where teachers and students have access to portable, networked digital devices, such as laptops and tablets that can facilitate collaborative, anytime learning opportunities in school and at home. Digital learning environments promote teachers, students and parents working together in new ways, connecting with students around Maryland and beyond, as well as experts who can provide real-world contexts about the information being learned. In addition, FCPS is committed to providing opportunities for students, staff and parents to access multimedia resources, software for learning and online tools and applications that promote effective critical thinking and problem solving, collaboration, effective oral and written communication, and information analysis.

To achieve this vision, all FCPS schools have been equipped with wireless technology that support the *Bring Your Own Device* (BYOD) initiative as well as the new digital devices that will be purchased and deployed as part of the Technology Now project. In addition to the deployment of digital devices in middle schools, the Technology Now initiative will focus on providing all school-based staff with high-quality professional learning opportunities that will advance the use of technological expression and delivery at each school. The professional learning at the middle school level will include time for staff to explore new resources and increase their comfort and proficiency with using the newly deployed devices and online resources with students on a regular basis. Likewise, all middle school students will have access to digital devices, rich curricula that has embedded digital resources and the ability to access online tools and applications in a safe and secure digital learning environment.

This project plan details the goals and objectives that will be achieved and the tasks that will be completed during the time period between May 2014 through June 30, 2015.

**2. EXECUTIVE SUMMARY OF PROJECT CHARTER**

**Overview/Background**

It is recognized that FCPS must provide:

- Opportunities to personalize and individualize learning
- Relevant, timely and engaging instruction
- Direct *Digital Citizenship* instruction
- Increased access to online resources and content
- Increased organizational efficiencies to ensure the best use of resources

The 3-year project goals are to:

1. Increase student achievement for all students and narrow achievement gaps across student groups
2. Train staff to support, teach, and effectively use technology to ensure students are engaged in critical thinking and problem solving, collaboration, effective oral and written communication, and accessing and analyzing information
3. Lead, innovate, and execute organizational functions that promote a data-driven culture focused on continuous improvement and student achievement
4. Improve and enhance operational efficiencies by providing easy access to online resources anytime, anywhere
5. Manage and sustain resources in a publicly accountable and cost-effective manner

**2.1. PREREQUISITES/ASSUMPTIONS/CONSTRAINTS**

- Limited Funding
- Stakeholders openness to digital conversion
- Professional learning time for staff
- Mindset of staff
- Alignment to other systemic initiatives

3. PROJECT SCOPE: GOALS AND 2014/15 OBJECTIVES

**FREDERICK COUNTY PUBLIC SCHOOLS (FCPS)**  
TECHNOLOGY NOW PROJECT GOALS AND OBJECTIVES  
Phase 1: Primary Focus-Middle School

**Narrative Note:** As FCPS transitions to new state assessments during the 2014/15 school year, selected local curriculum assessments have been identified to monitor student growth in the state assessed areas of Science, English/LA, and Mathematics. In addition, Career and Technology Education assessments that specifically evaluate 21<sup>st</sup> century skills (i.e., communication, problem solving, and collaboration) have also been included. All other content areas will be reflected in teacher reports, as well as in digital portfolios from principals.

3-YEAR PROJECT GOALS	2014-2015 OBJECTIVES	EVIDENCE	RESOURCES	TEAM LEADERS
<b>Goal 1:</b>  <b>Increase student achievement for all students and narrow achievement gaps across student groups</b>	<b><u>1.1 SCIENCE MSA</u></b> <ul style="list-style-type: none"> <li>Monitor "All" achievement on the 2015 8<sup>th</sup> grade Science MSA</li> <li>Monitor gaps in achievement on the 2015 8<sup>th</sup> grade Science MSA for the African American, Hispanic, ELL, FARM, and Special Ed. student groups</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> grade Science MSA Scores</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Cuppett, Dr. Molock and MS Principals
	<b><u>1.2 ELA RESEARCH SIMULATION</u></b> <ul style="list-style-type: none"> <li>Monitor achievement on Middle School ELA Research Simulation task (from formative to summative)</li> <li>Monitor gaps in achievement on the Middle School ELA Research Simulation task (from formative to summative) for African American, Hispanic, ELL, FARM and Special Ed. student groups</li> </ul>	<ul style="list-style-type: none"> <li>Middle School Research Simulation Data</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Cuppett, Dr. Molock and MS Principals
	<b><u>1.3 MATH SYSTEM BENCHMARK</u></b> <ul style="list-style-type: none"> <li>Monitor gaps in achievement on the 3 Middle School Math Local System Benchmark Assessments (from November to June) for</li> </ul>	<ul style="list-style-type: none"> <li>Middle School Math Benchmark Assessments</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources	Dr. Cuppett, Dr. Molock and MS Principals

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	African American, Hispanic, ELL, FARM and Special Ed. student groups		<input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	
	<b>1.4 CTE PERFORMANCE BASED ASSESSMENTS</b> <ul style="list-style-type: none"> <li>Monitor achievement on Middle School CTE Performance-Based Assessments (from pre to post)</li> <li>Monitor gaps in achievement on Middle School CTE Performance-Based Assessments (from pre to post) for African American, Hispanic, ELL, FARM and Special Ed. student groups</li> </ul>	<ul style="list-style-type: none"> <li>CTE Rubric Data for Problem-Based Learning Tasks</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Cuppett, Dr. Molock and MS Principals
<b>3-YEAR PROJECT GOALS</b>	<b>2014-2015 OBJECTIVES</b>	<b>EVIDENCE</b>	<b>RESOURCES</b>	<b>TEAM LEADERS</b>
<b>Goal 2:</b>  <b>Train staff to support, teach, and effectively use technology to ensure students are engaged in critical thinking and problem solving, collaboration, effective oral and written communication, and accessing and analyzing information</b>	2.1 Embed <u>easily accessible</u> digital content or technology applications into FCPS curricular resources for each content area (at least two examples in Year 1).	<ul style="list-style-type: none"> <li>Number of technology applications or digital resources by each content area</li> <li>Teachers' perceptions of accessibility (survey)</li> <li>Students' perceptions of accessibility (focus group)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based Funds	Dr. Cuppett
	2.2 Attend all EEA <sup>1</sup> sessions (Technological Expression and Delivery).	<ul style="list-style-type: none"> <li>Number of staff participating in each EEA session (by focus of session)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based Funds	Dr. Cuppett and Principals
	2.3 Build understanding and use of SAMR model to monitor mindset, demonstrate evidence of staff and student utilization of BYOD, various instructional technologies, and other online resources to target: <ul style="list-style-type: none"> <li>Critical thinking and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Teacher reports and perceptions related to incorporating technology into daily instruction (i.e., types of resources and technologies used, # of</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources	Dr. Cuppett and Principals

<sup>1</sup> EEA sessions provide professional development on Maryland's new reform initiatives to principals and teachers. Source: <http://mdk12.org/instruction/academies/>

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	<ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Effective oral and written communication</li> <li>• Accessing and analyzing information</li> </ul>	<ul style="list-style-type: none"> <li>classrooms allowing BYOD, frequency of student use of devices, mindset/comfort level) (pre- and post-training survey)</li> <li>• Sample of MS Principals utilizing a digital portfolio to capture pictures/video of digital transformation (artifacts to showcase various technologies and phases of SAMR)</li> <li>• Student Voice – description of various instructional technologies used and purpose for use (i.e., skills targeted)-(focus group)</li> </ul>	<input checked="" type="checkbox"/> School Based	
	2.4 Train staff and students on Digital Citizenship <sup>2</sup> responsibilities and align these to school-wide behavioral procedures and expectations.	<ul style="list-style-type: none"> <li>• Number of training sessions conducted with teachers/staff on responsible technology use</li> <li>• Number of training sessions conducted for students on responsible technology use</li> <li>• Documentation and/or testimonial of responsible technology use in school-wide procedures and initiatives (e.g., BYOD)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based	Dr. Cuppett and Principals
	2.5 Increase incidents of teachers utilizing technology for multiple means of representation of content (teacher uses technology).	<ul style="list-style-type: none"> <li>• Teacher reports – frequency of teachers utilizing technology for</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget	Dr. Cuppett and Principals

<sup>2</sup> Digital Citizenship helps teachers, technology leaders, and parents understand what students/children/technology users should know to use technology appropriately. Source: <http://www.digitalcitizenship.net/>

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		<p>multiple means of representation of content (fall survey to spring survey)</p> <ul style="list-style-type: none"> <li>• Student voice – frequency of teachers utilizing technology for</li> </ul>	<input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based	
	2.6 Increase incidents of students utilizing technology for multiple means of expression of content (student uses technology).	<ul style="list-style-type: none"> <li>• Teacher reports – frequency of students utilizing technology for multiple means of expression of content (fall survey to spring survey)</li> <li>• Student voice – frequency of students utilizing technology for multiple means of expression of content (student focus group – spring)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based	Dr. Cuppett and Principals
<b>3-YEAR PROJECT GOALS</b>	<b>2014-2015 OBJECTIVES</b>	<b>EVIDENCE</b>	<b>RESOURCES</b>	<b>TEAM LEADERS</b>
<b>Goal 3:</b> <b>Lead, innovate, and execute organizational functions that promote a data-driven culture focused on continuous improvement and student achievement</b>	3.1 Provide easily accessible and readily available student-level data to leadership/staff in an online central database.	Identify/create and support an FCPS data warehouse that provides easy access to data	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Molock
	3.2 Provide training to FCPS leaders that assists with understanding the process for continuous improvement as it relates to School Improvement Planning, Student Learning Objectives (SLOs), and Response to Intervention: <ul style="list-style-type: none"> <li>• Accessing and interpreting quantitative and qualitative data</li> <li>• Action planning with high leverage strategies based on root cause analysis</li> <li>• Continual progress monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Frequency of trainings provided to teachers and leaders on continuous improvement—analyzing data, monitoring progress, and creating action plans.</li> <li>• Completed continuous improvement planning tools</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mrs. Prichard and Dr. Molock

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	3.3 Provide training to teachers and leaders on the formative assessment process and student feedback and highlight digital tools that assist with this at the classroom level using applicable resources from FAME (Formative Assessment for Maryland Educators) training	<ul style="list-style-type: none"> <li>• Frequency of trainings provided to teachers and leaders on formative assessment and application of digital tools</li> <li>• Sample of principals utilizing a digital portfolio to capture pictures/video of digital transformation (artifacts to showcase digital formative assessment)</li> <li>• Assess teachers and leaders' knowledge and use of digital tools for formative assessments in classrooms (pre and post training survey)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Cuppett, Dr. Molock and Mrs. Prichard
<b>3-YEAR PROJECT GOALS</b>	<b>2014-2015 OBJECTIVES</b>	<b>EVIDENCE</b>	<b>RESOURCES</b>	<b>TEAM LEADERS</b>
<b>Goal 4:</b>  <b>Improve and enhance operational efficiencies by providing easy access to online resources anytime, anywhere</b>	4.1 Ensure all teachers have a laptop or tablet for instructional use.	<ul style="list-style-type: none"> <li>• Number of teachers with laptops/tablets available for instructional use (principal reported data)</li> <li>• Teacher report of laptop/tablet (teacher survey)</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input type="checkbox"/> People Resources <input type="checkbox"/> Time Resources <input checked="" type="checkbox"/> School Based Funds	Mr. Root and Principals
	4.2 Increase access to devices by students in each FCPS middle school.	<ul style="list-style-type: none"> <li>• Number of devices by location within school (summer inventory – baseline 2014 vs. summer inventory 2015)</li> <li>• Number of schools (and respective grade levels) participating in BYOD (summer inventory – baseline 2014 vs. summer inventory 2015)</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mr. Root

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	4.3 Establish, enhance, and maintain a wireless technology infrastructure in each FCPS building that effectively interconnects operational and instructional frameworks.	<ul style="list-style-type: none"> <li>Number of FCPS buildings/schools with wireless infrastructure (pre-existing and newly installed)</li> <li>Plans for enhancing and maintaining existing current wireless infrastructures</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mr. Root
	4.4 Provide easily accessible and readily available school performance data to leadership/staff in an online central database.	<ul style="list-style-type: none"> <li>Identify/create and support an FCPS data warehouse that provides easy access to data</li> </ul>	<input checked="" type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Molock
<b>3-YEAR PROJECT GOALS</b>	<b>2014-2015 OBJECTIVES</b>	<b>EVIDENCE</b>	<b>RESOURCES</b>	<b>TEAM LEADERS</b>
<b>Goal 5: Manage and sustain resources in a publicly accountable and cost-effective manner</b>	5.1 Promote the importance of digital conversion plans internally (FCPS system-wide) and externally (local community) via outreach efforts.	<ul style="list-style-type: none"> <li>Number and focus of outreach efforts being conducted internally and externally</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mr. Doerrer
	5.2 Identify and establish partnerships/ collaborations with community-based organizations, foundations, and other organizations to help support digital conversion initiatives and related efforts.	<ul style="list-style-type: none"> <li>Number, type, and focus of partnerships created to support digital conversion efforts (pre and post TechNow)</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mr. Doerrer

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	5.3 Identify (e.g., via partnerships, grant opportunities) and secure supplemental funding (in-kind donations, grants) for digital conversion plans.	<ul style="list-style-type: none"> <li>Source/type, amount, and duration of funding secured for digital conversions (pre and post TechNow)</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Mrs. Lucas and Mrs. Bass
	5.4 Identify and allocate funds in the operational budget of FCPS to support and sustain digital conversion plans.	<ul style="list-style-type: none"> <li>Review and document how funds are being allocated in 2014/2015 budget for digital conversion plans</li> </ul>	<input type="checkbox"/> TechNOW Project Monies <input checked="" type="checkbox"/> FY15 Budget <input checked="" type="checkbox"/> People Resources <input checked="" type="checkbox"/> Time Resources <input type="checkbox"/> School Based Funds	Dr. Markoe

### **3.1. WORK BREAKDOWN STRUCTURE**

#### **Project Manager Responsibilities**

The project manager will coordinate the entire Technology Now: Digital Conversion Project beginning April, 2014 to July, 2015. The Project Manager has sole responsibility and authority for project direction, project structure, work flow assignments and project completion based on the project charter. The Project Manager is responsible for knowing what needs to be completed, by whom, when, and the required amount of resources that will be needed to accomplish the project on time and on budget.

The Project Manager will direct and coordinate all work performed within the framework of the Work Breakdown Structure 3.1 (WBS). The Project Manager has the authority for WBS task assignment; controls and assigns budgets and master project schedule(s). The Project Manager is responsible for daily communications, facilitating progress update meetings, and leading formal project reviews with Dr. Markoe, Dr. Alban, and the BOE.

#### **Team Leader Responsibilities**

Team Leaders that have been identified to work on this project have the responsibility for work definition and effective management of the resources that have been assigned to accomplish their authorized work. Each team leader will be provided a specific task within the Technology Now: Digital Conversion Project that will be completed within a designated time period that is collaboratively determined by both the project manager and each team leader.

It is expected that team leaders will break down their assigned tasks into smaller sub-tasks that will be assigned to individuals within their area of responsibility. Collaboratively, the team leaders should work with each sub-task leader to determine milestones and objectives that will be used to ensure the task will be completed on time and on budget. During the planning phase of the project plan, both the team leader and task leader should work together to complete the Work Flow Breakdown Tool (see tool on pg. 15) as the scope of each task is determined.

Planning Phase Deadlines:

<b>Planning Phase Deadlines</b>	
Project Team Identified	April, 2014
Project Team Meetings Scheduled	May, 2014
Sub-Task Leaders Identified	June, 2014
Sub Tasks Identified/Task Breakdown Structure	July, 2014
Budget Developed	June-July, 2014
Milestones developed	July, 2014
Resources Identified	July, 2014
Work Flow Breakdown Tools Completed	July, 2014

During the implementation phase, team leaders will frequently monitor the progress of each sub-task using the Work Flow Breakdown Tool. The monitoring should include frequent reviews of schedule, timeline, and budget. The team leader will report on progress of each sub-task to the project manager as requested.

Implementation Phase Deadlines	
Monitoring Schedule Developed	July, 2014
Work Flow Breakdown Tools are reviewed regularly	Bi-Weekly ACTSS Meetings (August, 2014-June, 2015)
Time to complete sub-tasks is identified	August, 2014
Budget Reviewed	Bi-Weekly ACTSS Meetings (August, 2014-June, 2015)
Attend Project Management Meetings	Bi-Weekly ACTSS Meetings (August, 2014-June, 2015)

During the reflection phase of the project, team leaders will be expected to review the project management process, the successes/challenges of each sub-task and be prepared to discuss improvements that can be made as future digital conversion projects are implemented.

#### **Sub-Task Leader Responsibilities**

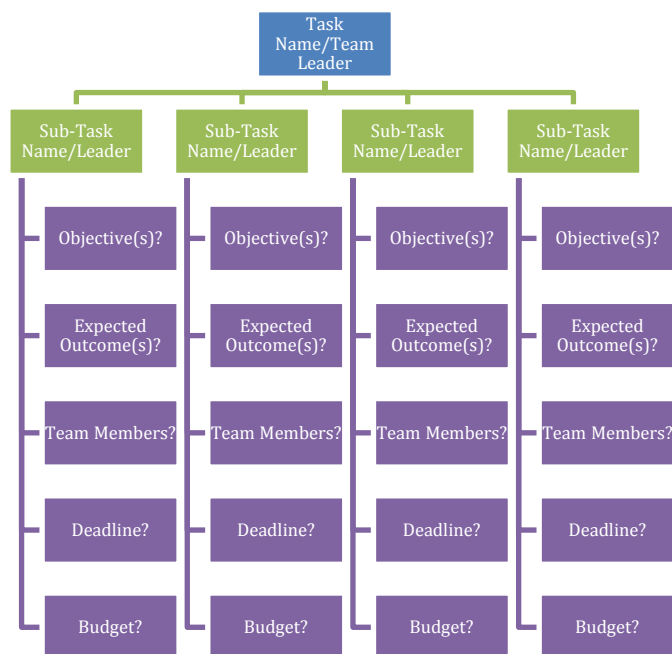
Each sub-task leader will be given the responsibility to complete a specific sub-task within the Technology Now: Digital Conversion Project that will be completed within a designated time period that is collaboratively determined by both the team leader and each sub-task leader.

Collaboratively, the team leader will work with each sub-task leader to determine milestones and objectives that will be used to ensure the task will be completed on time and on budget. During the planning phase of the project plan, both the team leader and sub-task leader should work together to complete the following Work Flow Breakdown Tool as the scope of each task is determined.

During the implementation phase, team leaders will monitor the progress of each sub-task frequently using the Work Flow Breakdown Tool. The monitoring should include frequent reviews of schedule, timeline, and budget. The sub-task leader will be expected to report progress on their sub-task to the team leader when requested.

During the reflection phase of the project, sub-task leaders will be expected to review the project management process, the successes/challenges of their particular sub-task, and be prepared to discuss improvements that can be made as future digital conversion projects are implemented.

## Work Flow Breakdown Tool



## Specific Technology NOW Project tasks

Project Phase	Tasks	Team Leaders	Milestones	Completion
<b>Planning Phase (April-August)</b>	Identify TechNOW Project team/ Project Kick-Off	Dr. Lockard	Project Manager and team members begin to meet (Spring 2014)	May, 2014
	Meet with Stakeholders: Students, PTA, Teachers, BOE, Superintendent's Advisory	Dr. Lockard/Mr. Saunders/Mr. Root	Presentations Developed (Spring 2014)	June, 2014
	Review policies and regulations to ensure alignment with Technology NOW initiatives: BYOD, cyber-bullying, purchasing apps, privacy issues, student email accounts, GAFE	Mrs. Lucas	Spring, 2014	Ongoing
	Develop Project Schedule	Mr. Saunders	Draft Schedule (Spring 2014)	August, 2014
	Complete installation of wireless infrastructure in middle schools	Mr. Root		June, 2014
	Develop Technology NOW	Mr. Doerrer	<b>Spring, 2014:</b> Technology	Spring, 2015

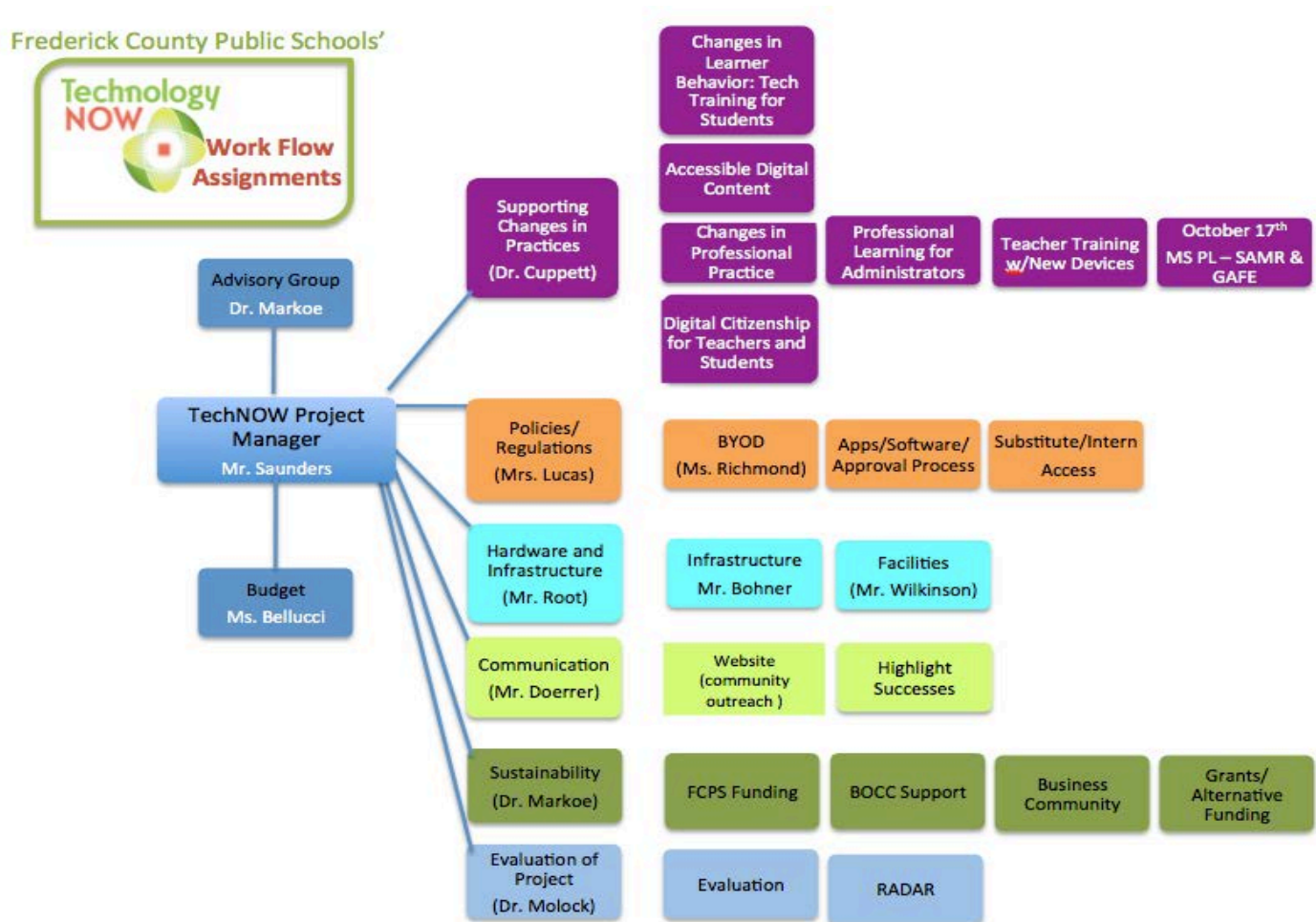
**FCPS's Technology Now: Digital Conversion Project Plan**

	communication plan		NOW website page created  <b>Summer/Fall 2014:</b> Social media plan developed, media invited to teacher roll out in October, Tech Now updates provided monthly	
	Teach newly created Digital Learning Grant Science and ELA units in middle schools using new digital devices	Ms. Day	Curriculum writers create lessons and devices are deployed to middle schools (May, 2014)	Summer 2014
	Select devices and develop purchasing plan	Mr. Root	Purchasing plan developed by purchasing and technology team members (June, 2014)	July, 2014
	Finalize FAQs for FCPS website	Mr. Doerrer		August, 2014
	Finalize Project Plan	Mr. Saunders	Draft plan developed	August, 2014
<b>Implementation Phase (August, 2014- June, 2015)</b>	Develop Digital Resources and online content	Dr. Cuppett	Summer Curriculum Writing (Summer, 2014)	Ongoing
	Develop distribution process of digital devices to schools	Saunders/Root	Summer, 2014	October, 2014
	Develop Digital Citizenship Resources and plan to train school-based staff and students on requirements	Dr. Cuppett/ Mrs. Richmond	Summer Curriculum Writing (Summer, 2014)	Ongoing
	Develop volume purchasing of Apps process	Mr. Root/Ms. Richmond	Committee formed (Spring, 2015)	August, 2014
	Develop Communication Plan for Back to School Nights and Open Houses	Mr. Doerrer/ Mrs. Ware	Presentations created (August, 2014)	September, 2014
	Develop/Update Technology Inventory to be completed by schools	Mr. Root/Ms. Saunders	Administer inventory in September and begin to track information yearly	September, 2014
	Develop survey for MS teachers to establish baseline skills, perceptions and mindset	Dr. Molock	Administer survey to MS teachers in September and conduct another administration in May to measure changes	September, 2014 & May, 2015
	Order devices	Mr. Root		September, 2014
	Rollout devices to teachers	Mr. Root		October 17,

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				2014
	Rollout devices to students	Mr. Root		February, 2015
	Develop Online Data Warehouse (RADAR)	Dr. Molock	Beta RADAR system developed and tested (Summer, 2014) Release of RADAR "dash board" for admin. use	November, 2014
	Provide professional learning for teachers	Dr. Cuppett	2014 Summer training opportunities, Leadership Meetings, October PD day, EEA, faculty meetings, team planning times	Ongoing
	Provide professional learning for administrators	Mrs. Prichard	2014 Summer training opportunities, Leadership Meetings, October PD day, EEA	Ongoing
	Review process for substitute teachers, interns and guests to access online content and resources	Mrs. Lucas/Mrs. Lawton		August, 2014
	Identify Funding Sources for future Technology NOW initiatives	Dr. Markoe	Develop a grant writing network, business partners and sponsors	Ongoing
	Develop and implement project evaluation plan	Dr. Molock	Develop project evaluation plan summer of 2014, conduct project evaluation 2015	July, 2015

### 3.2. WORK FLOW MODEL



### 3.3 PROJECT IMPLEMENTATION PLANNING

See the chart in section 3.1. Also, team leaders will develop *Work Flow Breakdown Tools* for each assigned task. These tools will be completed and delivered to the project manager by 7/16/14.

### 3.4 COMPLIANCE RELATED PLANNING

FCPS is committed to the highest standards of integrity and accountability and will comply with all laws that govern the purchasing, deploying, and using of digital devices in an educational setting. In particular, we will comply with FERPA, COPA, CIPA, and Acceptable Use Policies as digital devices are purchased and deployed in schools.

### 3.5 CONTINGENCY MANAGEMENT

While FCPS does not anticipate any problems that would require the need for a contingency plan, the Technology NOW Project team will use the following **best practices** in the event of that a plan becomes necessary:

- **Start Early** – Anticipate possible obstacles or events that could derail the project early in the project's life and continue this process for the entire project lifecycle.
- **Plan** – Develop plans that address identified obstacles or events that could threaten the completion of the project.
- **Align** – Align the Technology NOW Project Contingency Plan with others that are created by FCPS.
- **Update** – Contingency plans are living documents and should be updated as influencing variables change.
- **Educate** – Train stakeholders and staff, and continually reinforce planned responses/procedures.
- **Reflect**– Review previously used contingency plans with key personnel to improve future contingency planning.

Possible Technology NOW obstacles:

- Delivery of devices
- Hardware issues
- Network concerns

## 4. SCHEDULE/TIME MANAGEMENT

See task schedule in 3.1. In addition, each team leader will develop milestones using the Work Flow Breakdown Tool discussed in section 3.1. During the Technology NOW Project cycle, team leaders will meet twice a month with Dr. Markoe and the Project Manager using the following schedule:

Team Leader Progress Meetings (ACTSS Meeting)	
Date	Time
5/21/14	11:30-12:30
6/4/14	11:30-12:30
6/18/14	11:30-12:30
7/2/14	11:30-12:30
7/16/14	11:30-12:30
8/13/14	11:30-12:30
8/27/14	11:30-12:30
Future meeting dates TBD	

It is expected that team leaders will establish their own meeting schedules in order to monitor the progress of their assigned tasks and to have information for updates that will be provided at the Team Leader Progress Meetings scheduled above.

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### 4.1 MILESTONES

Team leaders will develop milestones for each task they have been assigned. See task schedule in 3.1.

### 4.2 PROJECT SCHEDULE

The planning phase of this project will be completed by August 1, 2014. Once all the tasks and milestones have been identified and approved during the planning phase, the project manager will develop a complete project schedule for the remainder of the project's life cycle.

### 4.3 DEPENDENCIES

See section 3.1 *Specific Technology NOW Project Tasks* chart to see the order of tasks to be completed and their dependency on the order of completion.

## 5. COST/BUDGET MANAGEMENT

Budget:

Technology NOW Budget	
Revenue Sources:	
\$70,000	EOY 2014 FCPS Funds
\$1,000,000	BOCC "One-Time" Funds
Expenditures:	
\$790,000	Dell Chromebooks
\$46,000	iPod Touches (handheld devices)
\$47,500	Carts for device storage
\$135,000	Software licensure
\$50,000	Professional Learning

Deployment of Devices to:

MIDDLE SCHOOLS	2014 Proj. Students	# of Dell Chromebooks per school	# of Carts per school
New Market Middle School	484	150	5
Brunswick Middle School	549	150	5
Gov. Thomas Johnson Middle School	559	150	5
Crestwood Middle School	573	150	5
Thurmont Middle School	595	150	5
Oakdale Middle School	647	180	6
Ballenger Creek Middle School	700	180	6
Middletown Middle School	771	180	6
Walkersville Middle School	772	180	6

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Windsor Knolls Middle School	786	180	6
Monocacy Middle School	810	210	7
Urbana Middle School	844	210	7
West Frederick Middle School	886	210	7
Heather Ridge	48	30	1
Technology Services		130	4
<b>TOTAL MIDDLE</b>	<b>9024</b>	<b>2440</b>	<b>81</b>

**6. HUMAN RESOURCE MANAGEMENT (TECHNOLOGY NOW PROJECT TEAM)**

The Technology Now project will require an investment of FCPS human resources to accomplish the goals. Below is the project management team that will be leading the digital conversion initiative during the 2014/15 school year.

<b>TechNOW Project Team Members</b>	<b>Title</b>	<b>Responsibilities</b>
<b>Dr. Markoe</b>	Deputy Superintendent	Project Charter, Sustainability
<b>Mr. Saunders</b>	Instructional Director of Middle Schools	Project Manager
<b>Mr. Root</b>	Director of Technology Infrastructure	Selection, purchase and support of devices
<b>Mrs. Lucas</b>	Executive Director of School Administration and Leadership	Policy alignment
<b>Dr. Cuppett</b>	Executive Director of Curriculum, Instruction and Innovation	Curricular supports and professional learning
<b>Dr. Molock</b>	Director of Research, Development and Accountability	Project monitoring, evaluation and development and roll-out of RADAR
<b>Dr. Seaton</b>	Director of Curriculum	Curricular support
<b>Mr. Stark</b>	Director of Curriculum	Curricular support
<b>Mrs. Aliveto</b>	Supervisor of Student Achievement	Goals, objectives, progress monitoring
<b>Mr. Heinze</b>	Teacher Specialist	Professional learning
<b>Mr. Martz</b>	Director of Special Education and Psychological Services	Technical assistance
<b>Mrs. Prichard</b>	Elementary Instructional Director	Professional learning for administrators
<b>Ms. Civetti</b>	Coordinator of Professional Learning	Professional learning
<b>Mrs. Bass</b>	Grants Coordinator	Identifying and writing grants to support technology initiatives
<b>Ms. Lee</b>	Supervisor of Advanced Academics	Professional learning
<b>Ms. Richmond</b>	Supervisor of Media Services	Digital Citizenship and Apps approval process
<b>Mr. Doerrer</b>	Director of Communications	Communication Plan
<b>Mr. Wilkinson</b>	Director	Liaison to BSG and technical assistance
<b>Mrs. Ware</b>	Principal	Liaison to MS principals

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<b>Mrs. Brainerd</b>	Teacher Specialist	Professional learning
<b>Mrs. Cordes</b>	Teacher Specialist	Professional learning

The Technology Now project team has identified the following stakeholder groups that will be a main focus of the teams' efforts and to help measure success of the initiative.

<b>Stakeholder</b>	<b>Internal or External Representation</b>	<b>Level of Involvement (H,M,L)</b>	<b>Primary Concerns or Needs (i.e. serve on Committee)</b>	<b>Expectations</b>
MS Curriculum	Internal	H	Access to identified online resources, use by teachers	
MS Principals	Internal	H	Regular use of devices by staff and students, professional learning opportunities, Digital Citizenship skills being taught	
MS Teachers	Internal	H	Curricular resources, learning to use the devices, providing engaging lessons, digital citizenship responsibilities	
MS Students	Internal	H	Access to devices on a regular basis, learning in a safe digital learning environment, being engaged	
MS Parents	External	H	Safety of their child in a digital learning environment, academic achievement	

## 7. QUALITY MANAGEMENT

The Technology Now project team will utilize practices from the Project Management Institute. In addition, members of the Research, Development and Accountability team are creating progress-monitoring tools that will be used by central office staff and school-based staff to evaluate project implementation.

## 8. COMMUNICATIONS MANAGEMENT

Members of the Communications team are collaborating with the Technology Now Project Team to develop a Communication Plan for the Technology Now Project.

### 8.1 COMMUNICATION MATRIX

See communication plan developed by FCPS Communications team.

<b>Stakeholder</b>	<b>Messages</b>	<b>Vehicles</b>	<b>Frequency</b>	<b>Communicators</b>	<b>Feedback Mechanisms</b>

## 9. RISK MANAGEMENT

The project manager working with the project team and project sponsors will ensure that risks are actively identified, analyzed, and managed throughout the life of the project. Risks will be identified as early as possible in the project so as to minimize their impact.

### **9.1 Risk Log**

The project manager will complete a Risk Log when risks are identified.

## **10. ISSUE MANAGEMENT**

For the purpose of this project, an issue will be defined as any factor that impacts the scope, schedule, or budget of the Technology NOW project. The Project Manager will have the overall responsibility for issue management on this project. This includes assigning issues to be resolved by team members and tracking resolutions to issues.

### **10.1 Issue Log**

The Project Manager will complete an Issue Log when issues are identified.

## **11. PROCUREMENT MANAGEMENT**

The Project Manager will provide oversight and management for all procurement activities under this project. The Project Manager will work with the project team to identify all items to be procured for the successful completion of the project.

## APPENDIX A: REFERENCES

The following table summarizes the research used in creating this project plan.

Research Title	Author	Description	Location
Every Child, Every Day: A Digital Conversion Model for Student Achievement	Dr. Mark A. Edwards, Superintendent of Mooresville Public Schools, Mooresville, NC	This is the story of how 2013 Superintendent of the Year, Mark Edwards, led the Mooresville, N.C. Graded School District in its goal of creating a vibrant new learning environment for teachers and students and achieving outstanding academic results through an innovative digital conversion.	SAL Conference Room
The Maryland Educational Technology Plan	MSDE	Maryland's educational goals and strategies that address technology needs for schools in the state.	<b>URL:</b> <a href="http://www.google.com/search?q=MSDE+Technology+Plan&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a&amp;channel=sb&amp;gws_rd=ssl">http://www.google.com/search?q=MSDE+Technology+Plan&amp;ie=utf-8&amp;oe=utf-8&amp;aq=t&amp;rls=org.mozilla:en-US:official&amp;client=firefox-a&amp;channel=sb&amp;gws_rd=ssl</a>
SAMR Model	Dr. Ruben Puentedura		<b>URL:</b> <a href="https://sites.google.com/a/msad60.org/technology-is-learning/samr-model">https://sites.google.com/a/msad60.org/technology-is-learning/samr-model</a>

## APPENDIX B: KEY TERMS

The following table provides definitions for terms relevant to this document.

Term	Definition
<i>BYOD</i>	Bring Your Own Device (BYOD) to school is one way FCPS promotes greater access to exceptional teaching and learning through the use of digital devices brought to school by students.
<i>EEA</i>	Educator Effectiveness Academies are professional learning opportunities for teachers and administrators to learn how to best use the new digital tools and share this information back at their own schools
<i>ELA</i>	English/Language Arts
<i>SAMR</i>	Substitution, Augmentation, Modification, Redefinition (SAMR), a model developed by Dr. Ruben Puentedura, Ph.D to help educators integrate technology into the teaching and learning process.

## APPENDIX C: BUDGET WORKSHEETS

### Budget as of 8/21/14

Equipment to be Purchased	2013/14 EoY Funds <sup>3</sup>	2014/15 TechNOW Funds	Total Devices	Total Cost
Chromebooks <sup>4</sup>	200	2240	2440	\$731,248.00
Carts	7	74	81	\$36,852.00
Technology Services/RADAR Licensures	N/A			\$135,000.00
Handheld Devices	N/A	(Waiting until October/November to select and order)	TBD	\$45,000.00
Professional Learning/Additional Devices	N/A	(Waiting until October/November to utilize)	TBD	\$50,000.00
				<b>\$998,100.00</b>

## APPENDIX D: ISSUES LOG

### Issue Log

The issue log is one example of project documentation and accountability. The issue log is used throughout a project's lifecycle to capture any issues brought forward, communicate the issues to the project team and stakeholders, establish categories and priorities of all issues, assign responsibility to each issue, and ensure that each issue is resolved with minimal impact to the project's performance. Like most other project documentation, the issue log should be reviewed by the project team regularly to ensure issues are being resolved. The document should be updated and communicated to all project stakeholders as updates are made.

### Sample Issue Log with Explanations:

Issue Log								
Project:		Date:						
Issue	Description	Priority (H,M,L)	Category	Reported By	Assigned To	Status	Date Resolved	Resolution/Comments
This should be a standard numbering system.	Detailed description of the issue.	High, Medium or Low priority.	Assign to a category.	Who reported the issue?	Who is the issue assigned to?	What is the status of the issue?	What date was the issue resolved?	What was the resolution or what is being done to resolve the issue?

<sup>3</sup> EOY=End of Year

<sup>4</sup> Chromebooks = Dell Chromebook 11

## APPENDIX E: Digital Device Deployment Schedule

New Dell Chromebooks Processing Days		
Date for Processing Computers	Schools	Delivered to Schools by
17-Sep (Practice Day)	WMS	22-Sep
22-Sep	BCMS, GTJMS	24-Sep
23-Sep	WKMS,NMMS, HRS	25-Sep
24-Sep	BMS, WFMS	26-Sep
25-Sep	CMS, UMS	29-Sep
26-Sep	TMS, MOMS	30-Sep
29-Sep	MiMS, OMS	1-Oct
30-Sep	Make-Up Day (if needed)	2-Oct
17-Oct	Professional Learning Day	