**Project Management Plan
for
Ashley High School Referral Writing**

**MIT 520
Fall 2004
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11/30/04**

I. Executive Summary

This project plan details the scope management, risk management, project work, and network diagram/schedule needed to produce a training manual for teachers at Ashley High School to use as a reference for writing referrals for student discipline problems. The scope management contains the conceptual development/background of the problem and the scope statement. The risk management defines the project risks and responses. The project work defines the project deliverables and working teams. The network diagram/schedule defines the working hours and timeline of the project.

II. Scope Management
    A) Conceptual development/background

       Problem Statement
Ashley High School is a relatively new school in New Hanover County which is in its fourth year of existence. The school has approximately 1500 students, 120 faculty, and 5 administrators. The development and implementation of new school policies over the past few years has been an ongoing process. One of the policies that has not yet received attention but has received many complaints from administration and faculty is the process of referral writing. A referral is a write up that is handed to the student's assigned administrator for disciplinarian action. The referral form was borrowed from another school and was distributed to faculty, but there were no instructions that accompanied them. Therefore, teachers used them at their will. There are some teachers that write many referrals and some teachers that do not write any or very few. Over the course of three years administrators have brought their complaints to faculty meetings and faculty have brought their complaints to leadership but nothing concrete has emerged from these complaints/discussions. Administration complains that they receive too many and many for unsubstantiated reasons. The faculty complains that proper disciplinary action is either not done or not done in a timely manner.

The administration assumed that teachers were aware of the correct procedure to write a referral. The administration has now determined that there is a lack of knowledge surrounding the policy of correct referral writing. Therefore they have set aside a budget of ten thousand dollars for a reference manual and training session to be developed for the staff.   The purpose of this project is to determine and implement the most effective method to reduce the load for administrators and reduce the response time for teachers.

       Information Gathering
Initially, data will be collected to assess how the process currently works. This data will include discipline records of students, referrals collected from teachers, response times, interview data, and written policies. All data collected will be analyzed to define the gap between what is and what should be. This analysis will

determine if the administrations analysis was accurate. This will be completed by the needs assessment team.

Constraints (resources, dates, etc.)

- Student records and written referral forms may be difficult to gain access to by an outside party due to confidentiality issues. A possible solution to this is to request that names of students be removed from the documents or request summary data instead of the original documents.
- Time is going to be a constraint for the interview process. School personnel have a multitude of work to complete.
- Scheduling the interviews will be a key component in completing this task. If scheduling interviews becomes difficult a survey may be a viable replacement. Information gathered is going to be what determines the content of the manual and training. Therefore, this task must be completed effectively in order to maximize the effectiveness of the product.
- The administration would like the training to occur during the workdays at the beginning of the 2005-2006 school year.

Alternative Analysis

An alternative solution to training could be to produce the manual and instructions for use. The administration could go over instructions in a regular faculty meeting.

Project Objective

Develop and implement a referral writing training manual and training session which results in the resolution of administrative response time of 24 hours or less and minimizes errors in referral written by teachers. School personnel must be able to complete the training in one hour and the manual must serve as a quick reference guide in addition to initial training guide.

B) Scope Statement

Product Specifications/Blueprint

The training manual will be print based and produced in Microsoft word. The contents must include behaviors and proper actions, referral requirements and examples. The administration envisions a manual that would lend itself to reference by behaviors.

Management Plan and Resource Estimates (+/- 10 %?)

Project Manager	Under limited supervision of school personnel, manages and coordinates the integrated project plans, including implementation schedules and resource estimates. Reports to Principal.	$25/hr
Research expert/Statistician	Assists in planning and collecting data and uses statistical techniques to analyze data collected. Reports to project manager.	$10/hr
SME-Administrator	Assists the project manager or designee in planning, developing, and implementing the project. Reports to Project Manager	Included in salary
SME-Teacher	Assists the project manager or designee in planning, developing, and implementing the project. Reports to Project Manager	200 stipend
Instructional Designer	Conducts Instructional/Context/Learner analysis. Writes Performance Objectives and test items. Develops Instructional Strategy. Uses data collected to design and produce training manual. Reports to Project Manager.	$15/hr
Instructional Technologist	Assists in designing and producing training manual. Reports to Instructional Designer.	$15/hr
NHCS Director of Instruction	Conducts Summative evaluation of instructional material	$10/hr
Printing Costs		None

Evaluation Procedures

> The Director of Instruction for New Hanover County Schools will review data collected from the formative evaluation. They will also survey project participants.

III. Risk Management

Definition	**Condition:** Training Manual Production may be delayed due high volume of printing at the close of the school year **Consequence:** Delay of evaluations
Probability	20%
Response	Contract an printer
Probability	.20 * $1000 = $200

Definition	**Condition:** Loss of Team members due to transfer **Consequence:** Delay of project
Probability	30%
Response	**Sele**ct and train new team member
Probability	.30 * $500 = $150

Definition	**Condition:** Administration decides that they want an electronic manual instead of print based **Consequence:** Delay of project
Probability	10%
Response	Re-design of materials and either re-training or hiring new team members.
Probability	.10 * 5000 = $500

IV. Project Work
    Deliverables

Outputs	Resources	Personnel	Duties
Instructional/Needs/ Learner Analysis Report	Needs assessment data Access to school personnel and records	Project manager Research expert/statistician SME/administrator	• Review D-track data – D-track is the discipline log kept in the computer system • Interviews with Administrators and faculty • Review Referral forms that have been handed in • Review current policy requirements in the student and faculty handbooks • Define what is and what should be from needs assessment data • Conduct Learner analysis – interviewing or surveying teachers and administrators • Determine instructional goals • Determine environment and context of instruction • Write Instructional/Needs/Learner Analysis Report

Training Materials	Needs assessment data Instructional and ECL analysis data Access to school personnel for follow up interviews	Project Manager SME- Administrator Instructional Designer and team Instructional Technologist and team	- Write performance objectives and test items - Develop instructional strategy - Develop instructional materials
Summative Evaluation Report	All previous data Instructional product Access to instructional design team for questions Access to school personnel for testing	Director of Instruction for NHCS	- Conduct formative evaluation and return to design team - Conduct summative evaluation - Write Summative Evaluation Report

Major Milestones

1) Write Instructional/Needs/Context Analysis Reports
2) Compile Rough Draft of Instructional Materials
3) Write Summative Evaluation Report

Work Breakdown Structure
1.0 Assess Needs and Identify Goals
      1.1 Conduct performance analysis/needs assessment
            1.1.1   Collect and Review Existing Data
            1.1.2   Conduct Interviews with administrators and teachers
      1.2 Identify Instructional Goals
            1.2.1   Analyze Data and Write Needs Assessment Report
2.0 Conduct Instructional/Learner/Context Analysis
      2.1 Conduct Goal analysis
            2.1.1   Classify goals into verbal information, intellectual skills, psychomotor skills, or attitudes
            2.1.2   Sequence major steps required to perform goal
            2.1.3   Complete Task Analysis
            2.1.4   Determine pre-requisite knowledge/entry behaviors
      2.2 Analyze learners

        2.2.1   Determine learners entry behaviors, prior knowledge, attitudes towards content and delivery system, academic motivation, ability levels, and general learning preferences

        2.2.2   Write Questions for surveys or interviews with administrators and teachers

        2.2.3   Conduct surveys or Interviews

        2.2.4   Analyze data

    2.3 Analyze Context

        2.3.1   Determine level of managerial support

        2.3.2   Interview Administrators

        2.3.3   Inspect physical and social aspects of the site

        2.3.4   Determine compatibility of the site with instructional requirements, adaptability of the site, and site constraints for design and delivery

    2.4 Write Instructional/Learner/Context Analysis Report

3.0 Write performance objectives and assessment items

    3.1 Derive behaviors, conditions, and criteria to complete tasks successfully

        3.1.1   Observe several teachers referral writing process

        3.1.2   Survey administrators and teachers

    3.2 Develop performance objectives

    3.3 Develop Criterion-referenced test items for each objective

4.0 Develop Instructional Strategy

    4.1 Select Delivery System

    4.2 Sequence and Cluster Content

    4.3 Determine learning components

5.0 Develop and Select Instructional Materials

    5.1 Review Instructional strategy and learner analysis for each objective

    5.2 Determine available instructional materials

    5.3 Determine how to adapt or adopt available materials

    5.4 Determine new materials that need to be designed

    5.5 Compile rough draft of instructional materials

    5.6 Review Drafts

    5.7 Revise Instructional Materials and write accompanying instructions for materials

6.0 Design and conduct Formative evaluation

    6.1 Design and Conduct one on one evaluations with three teachers

    6.2 Design and Conduct Small group evaluations

    6.3 Design and Conduct Field trial

7.0 Design and conduct summative evaluation

    7.1 Analyze data from formative evaluations

    7.2 Revise materials

    7.3 Write Summative Evaluation Report

V. Network Planning and Scheduling –
network diagram showing durations and earliest start & finish times
network diagram showing durations and latest start & finish times
schedule showing slack
critical path
revised schedule
See Microsoft Project File