Eleven year old Myra in East Point glances at her tablet to review her personal dashboard with her progress report and schedule of activities for the day before getting on the bus. The previous evening she watched a video lecture her teacher created for the day’s lab in science and took a quick quiz on the lab procedures.

Upon arriving at school, she looks at her tablet to see the schedule of rotations planned for the day which include individual instruction, a whole group science lab, small group work on a social studies project that her group designed, and independent work using online resources. In mathematics she is learning to solve linear equations using an online tool which provides formative feedback. The results of her progress throughout the day are instantly fed into her personal dashboard.

Myra’s teachers have access to her dashboard and use the data on her progress and interests to suggest resources to help her make the right instructional choices. Myra and her parents are able to view her past work as well as her trajectory of future learning as aligned to standards and her own personal learning plan.
Across the district, students take a proactive role in designing their current learning and planning for future learning. Learning is co-planned with students, parents, and teachers. Learning plans are informed by what the student has and has not mastered and the individual learning patterns and affinities of each student.

Students participate in the evaluation of their learning and in deciding how to demonstrate their learning. There is student choice in curricular options, resources and learning materials, and varied learning environments. By using personalized learning plans, portfolios, rubrics, online learning management and support tools, collaborative learning, and other strategies, teachers help students manage their own educational experience. Learning paths are based on career and college readiness standards as well as specific skills such as collaboration, problem solving, and critical thinking. Student-centered learning actively utilizes direct instruction on a just-in-time basis.

The district and schools have committed to creating a student-centered culture and learning environment and use personalized instructional strategies to meet this commitment. There are multiple opportunities for students to contribute to the district and school environments and have a voice in decisions.
Fulton County Schools collaborates with students, parents, staff, and the community to help design learning environments that ensures students leave the district with the skills needed to be successful in both college and careers.

Fulton County Schools provides the opportunity for students to explore and engage in experiences within and beyond the confines of the classroom. While providing differentiated and individualized learning to all students, FCS:

- Continually refines a learning model that is student-centric
- Provides flexible pacing and project-driven learning that considers the interests of the students
- Ensures that content and assessments are integrated in a manner that facilitates mastery of FCS curriculum standards and career and college readiness standards, and
- Efficiently leverages the Fulton Charter System in fostering school autonomy to provide school communities with tools and support to address the needs of their individual student populations
This plan was developed by FCS in collaboration with a Blue Ribbon Panel of industry experts in a three-phased approach.

**Phase I: Personalized Learning Landscape**
- A market scan of current K-12 “bright spots” of schools and districts that are operating or developing a personalized learning environment incorporating innovative and emerging technology
- Blue Ribbon Panel review and commentary provided (final draft; Oct. 2013)

**Phase II: FCS Current State**
- Analysis of FCS’s current capabilities as a district with regard to personalized learning using success characteristics gleaned from phase I
- Presentation to FCS Cabinet (Nov. 2013)

**Phase III: Roadmap and Business Case**
- Business case and actionable roadmap that outlines specific projects and activities to conduct in the near- and mid-term in order to achieve the FCS vision in the long-term
- Blue Ribbon Panel review and commentary provided (version: Jan. 2014)
Outline of this document

Recap: Current State
From previous phase, brief review of Current State findings, drivers, implications and recommendations

Roadmap
Timeline of proposed major projects as aligned with recommendations and framework

Specific Projects
Detailed descriptions of proposed projects from the roadmap, (including objectives, key deliverables, key activities, etc.)
A synthesis of Personalized Learning definitions across the K-12 landscape nationally reveals the following key themes:

- …a focus on the student/learner ("student-centric")...
- …a consideration for flexibility in the pace and location of learning…
- …instruction that is tailored to learner preferences, learning patterns, and needs…
- …shared ownership for learning…
- …continuous monitoring of student progress…
- …using assessment data to inform instruction…
- …individual student learning plans
Instruction is the core strategic theme of the FCS Strategic Plan 2017, which outlines a series of initiatives aimed at customized learning, differentiation and individualization.
FCS and Gartner developed and leveraged this planning framework to guide the formulation of this roadmap...

<table>
<thead>
<tr>
<th>Curriculum</th>
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Monitoring & Continuous Improvement
The Success Characteristics below were drafted as district-level criteria to guide the Current State analysis of FCS performed in October, 2013, the results of which are summarized on next slide.

<table>
<thead>
<tr>
<th>Building Block Pillar</th>
<th>Success Characteristics</th>
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</table>
| Curriculum            | • Curriculum is aligned with FCS curriculum standards and is progression-based  
                        | • Teachers and students have access to high-quality curricular resources, strategies, and assessments (aligned to the objective level of the standards) that are available anytime, anywhere to use in a variety of digital and non-digital settings  
                        | • Teachers and school leaders have point-in-time and longitudinal data views of individual student progress and of class/school progress (on standards/competencies, associated learning objectives, etc.) |
| Learning              | • Instructional policy encourages the learning behavior and outcomes highlighted in the vision and strategy  
                        | • Instruction is data-driven, and uses student progress information to determine next steps  
                        | • Students take a proactive role in designing their own education and planning for future learning.  
                        | • Professional development is progression-based and personalized and is supported with individualized instructional coaching. It makes use of workshops, coaching, eCommunities, and PLCs to promote and share a common language (learning taxonomy) and concepts |
| Tools & Support       | • A Personalized Learning program budget exists that reflects both start-up and ongoing costs, as well as, incremental costs (e.g., transportation and utilities)  
                        | • An IT strategic plan and technology enterprise architecture exists, with supporting management processes, to guide Personalized Learning technology decisions  
                        | • Classrooms and learning spaces must support the instructional models, and typically tend to be large and flexible/scalable to accommodate different modes of learning |
| Operation             | • There is a formal plan for managing the change effort and a team assigned to execute the plan  
                        | • District stakeholders recognize the change effort will require significant investment in time and resources  
                        | • Metrics for pilots and implementations are clearly defined and monitored  
                        | • A distributed leadership structure is in place |
...and provide a report of the Current State to FCS leadership for consideration in planning the Roadmap

Current State analysis of FCS district capabilities, as conducted in October, 2013.

<table>
<thead>
<tr>
<th>Building Block Pillar</th>
<th>Current State Observations</th>
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<tbody>
<tr>
<td>Curriculum</td>
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<td></td>
<td>• FCS’s implementation of programs and tools such as Georgia College and Career Pathways and FultonConnect provides students at the high school level with curricular options, however, access to a variety of curriculum resources is not available for all students across the district (e.g., only some schools have virtual class offerings)</td>
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<td></td>
<td>• FCS curriculum is based on the FCS Curriculum Standards. However, there doesn’t appear to be a common understanding of what each FCS Curriculum Standard is, which creates a risk to FCS of students being inconsistently prepared for each standard</td>
</tr>
<tr>
<td>Learning</td>
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<td>• FCS is piloting a Standards-based Grading initiative in elementary and middle schools; Continuous Achievement will be a foundational element to moving the district towards personalized learning</td>
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<td>• Current access to content and student data by teachers is fragmented. As the rollout of FultonConnect continues, teachers will have greater access to content and assessments — aligned to FCS Curriculum Standards — and students, teachers, and parents will have greater access to student progress information</td>
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<tr>
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<td>• Only 21% of surveyed FCS Principals report that instructional professionals currently have sufficient professional development and training related to personalized learning</td>
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<tr>
<td>Tools &amp; Support</td>
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<tr>
<td></td>
<td>• Fulton’s Infrastructure and Technology (network, infrastructure platform, data warehouse) is modern, robust and scalable. However, FCS will need to enhance some of its processes and competencies to support a PL program (IT support, IT strategy, data governance, etc.)</td>
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<tr>
<td></td>
<td>• FCS’s process for planning new facilities is collaborative and design requirements/ed specs present opportunities to embed best practices</td>
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<td>• Staff are willing but potentially not ready to transition to PL. Over 70% of principals surveyed report that their staff are willing to transition to a personalized learning environment. However, over 64% that staff has not received sufficient training to implement personalized learning</td>
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<tr>
<td></td>
<td>• FCS has proven success in planning and implementing pilots and rollouts (e.g., rollout of Charter System Framework, Standards-based Grading pilots, Amplify pilot, etc). However, as cited by participants in other pilots, FCS has not been successful at clarifying what success looks like and collecting the relevant data needed to determine if success has been achieved</td>
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</tbody>
</table>
FCS has a sound foundation upon which to build a district-wide Personalized Learning environment, but the Current State also revealed areas for development/improvement...

Current State analysis of FCS district capabilities, as conducted in October, 2013 – **high level findings**

- **Curriculum**
  - **Curricular options and online content offerings vary across the district** — FCS has a variety of curriculum options available to FCS students, however, many of these offerings are only available to subsets of student groups (i.e., high school students, gifted students, students attending a particular school)

- **Learning**
  - **Some existing policies are in place but a governance framework is needed** — FCS has developed and implemented a high-level foundational framework for Personalized Learning governance (e.g., governance councils) and the implementation of the charter system has created some flexibility with respect to policy. Additional work is needed to clarify specific expectations surrounding policy, governance, and organizational roles & responsibilities
  - **FCS staff consistently reference the need for more professional development** — FCS lacks focused, role-based, systemic professional development and training, at all levels of the District, related to Personalized Learning. Areas of need identified by staff focused primarily on what and how to teach and the tools needed to deliver instruction in a personalized learning environment.

- **Tools & Support**
  - **An Integrated educational technology plan does not exist** — At the district level, FCS is in the process of implementing a variety of curriculum and instructional tools that could be used to support Personalized Learning. In addition, there are a number of applications being purchased and used at the school level. However, these implementations are all at varying levels of maturity and are not managed as part of a single, integrated effort
  - **IT support capabilities will need enhancements** — There is a significant disconnect between the IT department’s capabilities — technical infrastructure, services and support — and what administrative and instructional staff perceive as stable, effective, and meeting their needs

- **Operation**
  - **Professional Development and Change Management were identified overwhelmingly as critical success factors** — OCM and PD were some of the most commonly cited needs and success factors to facilitate the cultural shift to Personalized Learning
<table>
<thead>
<tr>
<th>Findings</th>
<th>Implication</th>
<th>Proposed Action Steps</th>
</tr>
</thead>
</table>
| Curriculum | Curricular options and online content offerings vary across the district | There is inequitable access to curricular options, including online and blended learning, and limited usage of multiple learning pathways and varied learning environments. | - Refine district policies to address mastery, pace, choice; confirm content areas for PL  
- Manage a portfolio of curricular options transparently across the district (e.g., signature programs, internships, courses at nearby high schools/higher ed institutions, career and technical programs, academic-support and extended-learning options)  
- Continue to transition toward PL practices built on a continuous formative assessment feedback loop |
| Learning | - Some existing policies are in place but a governance framework needed  
- FCS staff consistently reference the need for more professional development | A motivated environment exists for innovation, but more work is needed to define PL and the implementation supports that will be needed | - Ensure adequate supports and interventions in place as schools transition to personalized learning  
- Build fundamental awareness of personalized learning throughout the district and community  
- Craft a developmentally appropriate approach to increasing student involvement in planning and ownership of their own learning |
| Tools and Support | - An integrated educational technology plan does not exist  
- IT support capabilities will need enhancements | FCS, while operating a DW, may face challenges with data integration and real-time assessment data without a proactive strategy | - Ensure data governance activities are aligned with vision; build capacity for real-time interoperability of tools  
- Update FCS facilities Design Requirements and Technology Strategic Plan as needed  
- Build a long term budget/investment plan |
| Operation | Professional Development and Change Management were identified overwhelmingly as critical success factors | FCS staff appear willing to embrace Personalized Learning if given the proper support to understand goals and methods | - Define organizational change impacts and create a plan to evolve the district culture  
- Redefine the roles of the teacher and support staff  
- Launch 2 Personalized Learning schools in 2014 to serve as models for others, acquire lessons learned |
Recap: Current State
Roadmap
Specific Projects
Appendix
• The district acknowledges it will take many years to institute a truly personalized model for all students, but hopes to lay the foundational elements and build capacity in the near-term.

• The roadmap on the following slides illustrates an approach for the district to support varying models of individualized instruction in schools, and will align several central management processes to support school and student choice, (e.g. portfolio management, “marketplace” model).

• As an output of this planning process, the district will now engage in a planning and design phase in order to launch 2 PL schools geared towards personalized learning to gather lessons learned, test hypotheses, etc.
## Recap of proposed action steps by building block category

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<td><strong>Pedagogy &amp; Instructional Strategies</strong></td>
<td><strong>Cost &amp; Resource Management</strong></td>
<td><strong>Planning &amp; Change Management</strong></td>
</tr>
<tr>
<td>Refine district policies to address mastery, pace; confirm content areas for PL</td>
<td>Ensure adequate supports and interventions in place as schools transition to personalized learning</td>
<td>Build a long term budget/investment plan</td>
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<td><strong>Infrastructure &amp; Technology</strong></td>
<td><strong>Governance, Structure &amp; Roles</strong></td>
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<tr>
<td>Manage a portfolio of curricular options transparently across the district</td>
<td>Craft an approach to increasing student involvement in planning/ownership of their own learning</td>
<td>Ensure data governance activities are aligned with vision and build capacity for real-time interoperability of tools</td>
<td>Redefine the roles of the teacher and support staff</td>
</tr>
<tr>
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<td><strong>Professional Learning</strong></td>
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</tr>
<tr>
<td>Continue to transition toward PL practices built on a continuous formative assessment feedback loop</td>
<td>Build fundamental awareness of PL throughout the district and community</td>
<td>Update FCS facilities <em>Design Requirements</em> and IT Strategic Plan as needed</td>
<td>Launch 2 Personalized Learning schools in 2014 to serve as models for others, acquire lessons learned</td>
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FCS Roadmap for Personalized Learning 2014 — 2019

Curriculum
- Refine district policies to address mastery, pace; confirm content areas for PL
- Manage a portfolio of curricular options transparently across the district
- Continue to transition toward PL practices built on a continuous formative assessment feedback loop

Learning
- Ensure adequate supports and interventions in place as schools transition to personalized learning
- Craft an approach to increasing student involvement in planning and ownership of their own learning
- Build fundamental awareness of PL throughout the district and community

Tools & Resources
- Build a long term budget allocation plan
- Ensure data governance activities are aligned with vision, and build capacity for interoperability of tools
- Update FCS facilities Design Requirements and IT Strategic Plan as needed

Operation
- Define organizational change impacts and create a plan to evolve the district culture
- Redefine the roles of the teacher and support staff
- Launch 2 Personalized Learning schools in 2014 to serve as models for others, acquire lessons learned

1.1 Convene steering committee representing major stakeholders to refine policies around grading/mastery/pace/choice as necessary
1.2 Maintain/extend online resources and implement portfolio management approach
1.3 Define a progression-based learning framework for the district (ES) and a standards-based reporting framework for MS/HS — communicate and roll out
1.4 Curate curricular options and offerings to enable choice

2.1 Define a “marketplace” model to provide schools with services/support
2.2 Implement and roll out “marketplace” model
2.3 Define services FCS will offer to schools
2.4 Define process of personal learning plans and roll out to all schools
2.5 Develop and implement a professional learning strategy to build awareness of Personalized Learning in an ongoing manner across the district

3.1 Ramp up data governance
3.2 Establish Enterprise Architecture (EA) effort
3.3 Evaluate tools/solutions
3.4 Document next generation IT/Infrastructure strategy
3.5 Evaluate performance of tools
3.6 Assess network capacity at all schools
3.7 Review Ed Specs against vision
3.8 Propose updates to Ed Specs

4.1 Document OCM Plan
4.2 Execute OCM Plan
4.3 Recruit talent with personalized learning experience
4.4 Support innovative staffing structures and practices in schools to enable various PL models
4.5 Continue PL schools design
4.6 Expand number of schools employing PL
4.7 Document results
4.8 Plan and launch additional PL schools

= cyclical process
A number of cross-cutting activities should be initiated in the near-term to provide further structure and ownership to the district effort.

### Vision & Leadership

| 5.0 Site visits | 5.1 Refine vision, define metrics | 5.2 Support and approve policy decisions | 5.3 Enable Communications and OCM efforts |

### Communications

| 6.1 Communications Plan | 6.2 Execute communications activities per plan; Continue messaging; Tell-Listen-Adapt model |

### Monitoring & Cont. Improvement

| 7.1 Appoint owner | 7.2 DSP refresh | 7.3 Refine Metrics and regularly report progress to PMOC |

#### 5.1 Refine vision

**Purpose:**
- Confirm the district’s target state with respect to personalized learning

**Objectives:**
- Build consensus around specifics of what teaching and learning will look like in Fulton County Schools
- Discuss how data can be used to inform progress monitoring

**Key Deliverables:**
- Updated vision statement, catch phrase, and name of overarching initiative

#### 6.1 Communications Plan

**Purpose:**
- Build stakeholder awareness of the district’s vision, plans, and ongoing initiatives

**Objectives:**
- Continue school messaging and plan for additional two-way communications channels
- Plan stakeholder communications as per final roadmap projects

**Key Deliverables:**
- Detailed stakeholder analysis; Communications Plan

#### 7.1 Appoint owner

**Purpose:**
- Ensure capacity is in place to manage and coordinate moving parts

**Objectives:**
- Determine leadership and ownership for PL initiative as a whole
- Empower individual with decision-making rights to execute projects

**Key Deliverables:**
- Owner assigned
### Fulton County Schools 2012-17 Strategic Plan

<table>
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<tr>
<td>Continuous Achievement And Customized Learning</td>
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<tr>
<td>Effective Assessment Of Learning And Feedback</td>
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<tr>
<td>Tailored Instruction And Supports</td>
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<td>Application Of Learning</td>
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- Primary strategic focus of project
- Related strategic actions supported by project
Personalized Learning Roadmap projects as aligned with FCS District Strategic Plan projects (cont.)

### Tools and Resources

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<td>3.4 Document next generation IT/Infrastructure Strategic Plan</td>
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<td>3.5 Evaluate performance of tools per pilots/PL schools</td>
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<td>3.6 Assess network capacity at all schools using PL criteria (e.g. 1:1)</td>
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<td>3.7 Review Ed Specs against vision</td>
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<td>4.5 Continue PL schools design</td>
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<td>4.6 Expand number of schools employing PL models/strategies</td>
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<td>4.7 Document results of PL schools</td>
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- Primary strategic focus of project
- Related strategic actions supported by project
## Purpose:
- Ensure schools using innovative pacing and scheduling processes are not hindered or constrained by administrative regulations, etc. (e.g. seat time)

## Objectives:
- Update existing academic policies as necessary to enable personalized learning at the school level, such as mastery, flexible pace, grading, data storage, etc.

## Key Deliverables:
- Updated/new policies re: seat time, grading, etc. as appropriate
- Analysis of learning pathways (current and future)
- Board presentations as appropriate

## Key Activities:
- Convene a working group or steering committee of FCS curriculum and instruction and policy experts
  - Regular meetings, action items tracked, etc. (to manage work below)
  - Communicate roles and responsibilities
- Review FCS PL vision and Roadmap for Personalized Learning
- Review existing policies with regard to graduation requirements, pace, grading etc.; review case studies of how other districts overcame policy constraints
- Work with GA DOE to overcome State policy and practice barriers
- Determine content areas and grade levels where learning will be personalized
- Determine where existing policies may be a barrier to Personalized Learning
- Document results and recommendations
- Refine existing policies, practices, and resources needed to address standards, mastery, pace, grade bands, formative assessments, matriculation, graduation requirements, etc. to adapt them to align with PL
- Discuss and design use of learning pathways
- Determine ramifications for college readiness and consult with other districts and higher ed experts as necessary
- Present policy changes to Board as necessary

## Roles/Resources:
- FCS Curriculum staff and Academics SMEs
- FCS CAO
- Lead policy SME/PM support

## Risks/Success Factors:
- Analysis paralysis
- Leadership

## Dependencies:
- Executive Sponsor
- Owner

## Estimated Duration and Cost:
- 8 months initially; steering committee meetings periodically thereafter
- Cost - recurring staff time TBD
### Purpose:
- Generate transparency for students and teachers as to what resources are available

### Objectives:
- Offer appropriate and diverse resources in all FCS classrooms
- Continuously catalog and evaluate online resources and web-based tools
- Eliminate redundant and non-value-adding resources, freeing up future budget for new resources

### Roles/Resources:
- Office of Instructional Technology

### Key Deliverables:
- Resources Portfolio catalog and inventory
- Recommendations and advice to instructional and IT leadership as needed
- Web-based tool for students to browse and explore existing resources; aligned to standards and student performance data

### Risks/Success Factors:
- Transparency of information
- Quality and rigor of rationalization processes
- Resources Portfolio/catalog matches/supports envisioned learning models

### Key Activities:
- Review best practices in content/resources (e.g. activities with embedded feedback, assessment as learning, video/activity with compression/skill check) and resource portfolio management and map to Instructional Technology’s existing processes
- Catalog the inventory of available district and school level content and resources; leverage GA DOE inventory of resources and open educational resources (OERs)
- Maintain resource portfolio of web-based tools used in all schools including usage analytics in alignment with key instructional strategies
- Identify student-centered initiatives that require portfolio considerations and changes
- Identify vendors, methodologies and platforms that can provide reliable, serviceable and highly available content (work with EA team)
- Prepare the resource portfolio for fast-emerging requirements brought on by market changes such as cloud, big data, etc. (work with EA team)
- Make resource portfolio information available to students and teachers

### Dependencies:
- Knowledge of rationalization processes
- Existing baseline of FCS resources and tools

### Estimated Duration and Cost:
- Duration – ongoing
- Internal staff time (Instr. Tech.)
- Cost – see 1.4
### Purpose:
- Continue the transition towards a standards-based curriculum and reporting system for all students

### Objectives:
- Build upon work already in process in Standards Based Grading (SBG) pilots
- Complete the transition towards standards-based grading for all FCS schools

### Roles/Resources:
- Academics/Curriculum
- Professional Development
- Other implementation support

### Key Deliverables:
- Progression-based learning framework for ES
- Standards-based reporting framework for MS and HS
- Implementation Plan for further adoption

### Risks/Success Factors:
- Definition of frameworks
- Support and PD provided to teachers

### Key Activities:
- Leverage lessons learned from SBG pilots
- Plan and coordinate rollouts of SBG at remaining schools
- Determine process for Fulton Connect of posting and cataloging of standards-aligned curriculum guides, lesson plans, instructional materials, etc.
- Prioritize learning standards and academic objectives in every content area
- Define rubrics for learner-designed, performance-based assessments, and provide both teachers and students with examples of such assessments
- Define requirements of a centralized data system to track individual student progress against standards
- Provide support, training, and community outreach around schools implementing SBG
- Manage and track school adoption of SBG

### Dependencies:
- Standards-based grading pilots

### Estimated Duration and Cost:
- 3 years
- $TBD
### 1.4 Curate curricular options and offerings to enable choice

**Purpose:**
- Ensure equity and variety within schools and across the district’s offerings of curricular options

**Objectives:**
- Enhance and manage district’s portfolio of college and career-oriented options (e.g., signature programs, magnets, internships, early college, etc.)
- Within classes, expand curricular options. Facilitate choice in terms of how students achieve standards and how that learning is assessed within classes; as well as choice of classes/programs

**Roles/Resources:**
- FCS Leadership
- School design teams
- Community/businesses
- Principals

**Key Deliverables:**
- Options made available to FCS students:
  - Magnet schools or academies opened
  - programs created
  - internships offered
- Web-based tool for students to browse and explore existing options
- Training/communications for teachers (aligned with 2.5 and 4.1)

**Key Activities:**
- Continue to explore, and open theme-based schools (magnets) and other programs
- Work with schools and partners to offer students a more comprehensive offering of (examples) online courses, independent study and honors challenges, seminars, courses at nearby high schools and higher education institutions, internships, career and technical programs, after-school programs, summer school, co-teaching, peer tutoring, advisory services, course-embedded supplemental instruction, academic-support and extended-learning options
- Provide planning/support to school-based teams undertaking new programs or opening new schools
- Manage portfolio of offerings in a central location

**Risks/Success Factors:**
- Ability to identify
- Leadership desire to implement school choice process

**Dependencies:**
- Awareness of opportunities in local community
- Ideas for new programs
- Partnerships with ATL businesses
- Funding for new facilities

**Estimated Duration and Cost:**
- Ongoing
- Cost – resources portfolio management team and resources: $300K per year (mix of FTE/salary and consultants)
### 2.1 Define a “Marketplace” model to provide schools with services/support

**Purpose:**
- Create a process to enable school level implementations in the long term

**Objectives:**
- Provide the flexibility by which schools can plan and design Personalized Learning initiatives
- Design a resource allocation structure (e.g. weighted, portable, flexible) by which schools can leverage district resources, service, support, etc.; identify cost savings across the district

**Roles/Resources:**
- FCS Budget, Procurement staff
- CAO, CSIO
- Working groups of principals/teachers
- PM support

**Key Deliverables:**
- “Marketplace” methodology and implementation plan
- Detailed processes and business rules

**Risks/Success Factors:**
- Consensus on how the district provides resources to schools
- Maintaining autonomy of school balanced with district priorities

**Key Activities:**
- Build upon the work of 2.3 to begin documenting the specific processes and procedures that can most effectively support schools in rolling out personalized learning models; involve FCS budget, procurement teams
- Define standards and processes by which to evaluate/select a limited number of the best options available to meet particular goals
- Determine central office functions that can be streamlined or leveraged more fully to support student-centric instruction
- Through partnerships, work with statewide and local higher ed organizations to create or leverage technology contracts to attain discounts or expanded services, and make available to schools
- Convene working groups of principals and teachers to discuss “marketplace” ideas, suggestions, etc.
- Document high level process and methodology; “as-is”, “to be” analysis where business improvements are needed
- Document detailed processes and templates that might be used
- Convene work groups of external SMEs to gather input on methodology
- Finalize and document/share process/model

**Dependencies:**
- Services provided by FCS (2.3)
- Tool/solution analysis (3.3)
- Portfolio of existing resources (1.2)
- Progression-based learning framework

**Estimated Duration and Cost:**
- 6 months
- Primarily internal staff time; consultant support as needed to analyze processes
2.2 Implement and roll out “Marketplace” model

**Purpose:**
- Operationalize and institute the “marketplace” model (designed in 2.1) across FCS

**Objectives:**
- Communicate the value and processes associated with the “marketplace”
- Put in place the support and operations structures to execute on the model
- Execute the process with schools starting in 2016 — 2017 school year

**Roles/Resources:**
- PMO/CoE
- Communications staff

**Key Deliverables:**
- Communications as necessary promoting the marketplace
- School selections and implementations
- MOUs between school and FCS
- School level design support; implementations as per process/model

**Risks/Success Factors:**
- Clear communications
- Providing adequate support and PD
- Fidelity of process/model

**Key Activities:**
- Establish a PMO or COE for working with schools in their transition to PL
- Plan and execute district-wide communications
- Management of school applications (or equivalent)
- Execution of decision-making process; approving individual schools for participation as per process, (or equivalent)
- Providing support as defined by model in starting up schools
- Providing resources and tools as defined by model in starting up schools
- Monitoring results and gathering lessons learned at the school level

**Dependencies:**
- Design of “marketplace” model (2.1)
- Services provided to schools (2.3)
- School level design and leadership

**Estimated Duration and Cost:**
- Process startup — 8 months
- Ongoing PMO — $1M (first year) in internal staff and external support tapering down as marketplace becomes normal business
### Purpose:
- Define the central office’s role in providing services and support to schools

### Objectives:
- Continue to define what services/resources/support FCS will provide to schools as they begin to transition towards personalized learning
- Continue to define autonomies of schools in planning/design phases

### Roles/Resources:
- Cabinet
- Policy SMEs
- Academics SMEs

### Key Deliverables:
- Decision rights framework
- Business Process Improvements as identified

### Risks/Success Factors:
- Leadership decision-making
- Clarity of FCS vision

### Key Activities:
- Convene panel (Cabinet) to discuss FCS PL vision and the role of the District in providing resources to schools
- Consider and discuss site visits, FCS vision, budget, policy decisions, etc.
- Discuss how FCS should provide services/support to schools
- Conduct business process analysis as necessary of central office functions
- Analyze strengths/weaknesses of various proposals, ideas, etc.
- Document final decisions
- Inform other initiatives of results

### Dependencies:
- FCS vision
- Policy regarding pace/mastery (1.1)

### Estimated Duration and Cost:
- 2 months
- Internal staff time
### Purpose:
- Provide the student with the ability to co-plan his/her learning pathway

### Objectives:
- Provide students with options and choice within a broadly defined framework
- Provide a process, supports, and technology to facilitate students setting goals for themselves that can be measured and tracked
- Provide the tools necessary to manage the student’s plan over time

### Roles/Resources:
- Cabinet; strategy and innovation staff
- Communications staff
- PM support

### Key Deliverables:
- Inventory of existing tools, career counseling assessments, etc.
- Personal Learning Plan process documentation
- System requirements/use cases
- Tool evaluation and selection
- Communications/training materials (aligned with 2.5 and 4.1)

### Risks/Success Factors:
- Providing value to the student
- Transparency of the process (i.e., teachers can)

### Key Activities:
- Inventory existing tools and processes that might facilitate the FCS personal learning plan
- Define process and requirements in alignment with existing career/counseling services, skills/interests assessments, goal-setting, etc.; Determine how student ownership of his/her plan can be instilled and promoted
- Evaluate existing and proposed tools for alignment with process/requirements
- Select tool(s)
- Implement tool(s) and communicate value
- Provide support to guidance counselors, etc. in rolling out

### Dependencies:
- Professional Learning of all staff

### Estimated Duration and Cost:
- 3 months to design process (outside consultant $75K)
- Implementation, ongoing, $TBD
### Purpose:
- Ensure staff have the fundamental knowledge and skills of personalized learning concepts on which to build their own designs for Fulton’s schools

### Objectives:
- Provide teachers and staff with first-hand experiences in personalized learning environments
- Communicate the benefits of Personalized Learning to teachers and all stakeholders; communicate methods and best practices to FCS staff
- Ensure ongoing knowledgebase of PL at FCS

### Roles/Resources:
- Chief Talent Officer
- Executive Director of PD
- Chief Academic Officer
- FCS PD staff
- PM support

### Key Deliverables:
- Training Plan (in accordance with OCM Plan)
- Differentiated offerings for all staff

### Risks/Success Factors:
- Understanding of FCS vision
- Ability to innovate and use PL concepts in the delivery of PD (e.g., differentiation)

### Key Activities:
- Review list of stakeholders and related PD already offered
- Determine how use of networks or PLCs can enable staff learning over the long term
- Define competencies and concepts all FCS instructional staff should know, including coaches, paraprofessional
- Identify gaps in current understanding and awareness of PL across FCS
- In accordance with OCM work, define a Training Plan to serve as the district’s approach to ensuring ongoing awareness of PL
- Design or acquire online resources content to support PD; leverage personalized learning tools to give staff first-hand knowledge of PL concepts
- Implement coaching and advisory support structures for staff (teachers, leadership, instructional support) as needed
- Work with higher education to modify their programs
- Make offerings available to staff
- Monitor and evaluate the effectiveness of the PD program and revise as needed
- Iteratively update and refine Training Plan as needed

### Dependencies:
- FCS vision
- List of stakeholders
- Inventory of existing PD offered
- Existing PD policy or constraints

### Estimated Duration and Cost:
- Training Plan — 6 months, $150K
- Training offerings — (assuming intense year 1 training, ongoing training and coaching next 3-5 years) ~$2M/year
### 3.1 Ramp up data governance

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>• Build district capacity to manage real-time student data</th>
</tr>
</thead>
</table>
| Objectives:| • Support and track progress of FCS Data Governance workgroup  
|            | • Ensure the district is planning for and considering the quality/availability of student/learning data as aggregated from different sources |
| Roles/Resources: | • Data Governance committee  
|                | • External SME support as necessary |
| Key Deliverables: | • District plan to adopt Common Education Data Standards (CEDS)  
|                  | • District plan to adopt Interoperability standards |
| Risks/Success Factors: | • Data integration is universally recognized as one of the most challenging aspects of Personalized Learning efforts — this project is a direct mitigation of the risk that lack of data integration could inhibit the overall PL effort |
| Key Activities: | • Fund necessary resources to stand up a Data Governance committee  
|                | • Identify external support/resources (e.g., consultants) to provide advisory services and best practices to governance committee as necessary  
|                | • Research and assess applicable data exchange and interoperability standards, (e.g. SIF, IMS)  
|                | • Adopt and/or create strategies to adopt CEDS and interoperability standards  
|                | • Create a district Data Strategy for Personalized Learning to begin defining goals for data usage, integration, etc.  
|                | • Define metrics to track successful data governance outcomes  
|                | • Regularly measure quality of student data |
| Dependencies: | • FCS vision |
| Estimated Duration and Cost: | • Ongoing  
|                | • Data SMEs: $450K/year |
### Purpose:
- Institute a discipline for proactively and holistically executing personalized learning strategies and managing the resulting changes that will be required.

### Objectives:
- Establish the practice of Enterprise Architecture at the district level to aid in the management of the changing teaching/learning, information and technology landscape.
- Proactively recognize the inherent change personalized learning will embody and map/track the evolution toward a target state.

### Roles/Resources:
- Cabinet
- Cross-functional SMEs (business and technical)
- Enterprise Architect/EA Team

### Key Deliverables:
- Capability and Target State Models (EA frameworks)
- Strategic Planning input

### Risks/Success Factors:
- Enterprise-wide scope
- Collaboration of stakeholders, district leadership, partners

### Key Activities:
- Develop the personalized learning outcome statement to frame the EA work
- Develop the Enterprise Context, (personalized learning as a strategy; identify internal and external environmental trends or business disruptions)
- Define EA for FCS as an organization; develop a charter
- Identify and organize the EA team and EA stakeholders
- Develop governance, communications, change management
- Create first set of deliverables and present to Cabinet
- Define metrics
- Define compliance and management processes to ensure that agreed-on standards and principles created during the architecture creation process are realized and adhered to during projects
- Long-term: develop next generation IT Strategic Plan
- Refine deliverables as strategies/trends/changes dictate
- Provide input to strategic planning efforts
- Provide input to personalized learning efforts as needed

### Dependencies:
- FCS vision, PL Roadmap
- District Strategic Plan
- FCS services offered (2.3)

### Estimated Duration and Cost:
- Ongoing
- EA Team — $400K/year
### Purpose:
- Identify partners and solutions to enable school level plans/designs of PL schools

### Objectives:
- Identify partner(s) that most closely align with PL schools’ designs
- Analyze solutions and partners for best match with PL schools’ designs and implementation needs, (e.g. PD, communications, change management, support, etc.)

### Roles/Resources:
- Office of Instructional Technology

### Key Deliverables:
- Target solution architecture
- Solution scenario analysis and recommendations

### Risks/Success Factors:
- Aggressive schedule
- Ability to evaluate multiple vendors

### Key Activities:
- Review school level plans and designs
- Work with school design teams in planning phases to understand models and needs
- Document high level platform/solution/tool requirements; define data requirements
- Define target solution architecture
- Summarize device requirements
- Identify partners and vendors that can meet requirements; consider “free” options, (e.g. Khan for math, SAS Curriculum Pathways)
- Conduct solution demonstrations, evaluate ability to meet requirements
- Conduct follow-up analysis as necessary to complete assessment
- Complete solution scenario analysis
- Share findings and analysis with school design teams
- Facilitate Q&As

### Dependencies:
- FCS vision

### Estimated Duration and Cost:
- 3 months
- External SME support: $60K
### Purpose:
- Define the long-term plans for FCS to modernize its approaches to student-centric technology and the infrastructure needed to enable it

### Objectives:
- Leverage real-world lessons learned from FCS pilots, PL schools, etc. to inform the next generation plans for IT at FCS
- Keep pace with developments in the K-12 IT marketplace
- Set measurable goals for expanded IT capacity

### Roles/Resources:
- CIO
- Office of Instructional Technology
- EA Team

### Key Deliverables:
- FCS IT Strategic Plan 2017 — 2020

### Risks/Success Factors:
- Comprehensive assessment of current state
- Leadership articulation of future state

### Key Activities:
- Assess implementations of PL to date
- Identify successes and failures
- Assess current FCS context, strategy and landscape
- Review District Strategic Plan, Enterprise Architecture
- Leverage latest technology trends and Analyst predictions
- Interview FCS leadership including Board members
- Draft IT Strategic Plan
- Conduct stakeholder review of IT Strategic Plan
- Finalize IT Strategic Plan

### Dependencies:
- FCS PL vision
- Device/tool evaluation (3.7)
- District Strategic Plan

### Estimated Duration and Cost:
- 6 months
- Staff time TBD
- External SME support — $140K
### Purpose:
- Assess Fulton’s experience and lessons learned to date from various pilots (e.g. iPads) and PL schools to determine most effective instructional tools and solutions

### Objectives:
- Leverage the collective knowledge of PL-related technology pilots, (e.g. iPads, Amplify)
- Capture lessons learned
- Make recommendations for FCS going forward

### Roles/Resources:
- Office of Instructional Technology

### Key Deliverables:
- Consolidated lessons learned
- Solution scenario analysis and recommendations

### Risks/Success Factors:
- Access to informative information on past pilots
- Ability to assess against FCS vision

### Key Activities:
- Define product evaluation process
- Inventory past and ongoing PL efforts and pilots (Amplify, etc.)
- Review or gather lessons learned
- Assess student achievement metrics where available
- Assess themes and common elements across all deployments
- Inform future implementations and target state solution architectures
- Document assessment report and recommendations

### Dependencies:
- FCS vision
- PL tool requirements/metrics (3.3)
- Access to PL school results and information

### Estimated Duration and Cost:
- 3 months — PM support $45K

---

3.5 Evaluate performance of tools/solutions per pilots/PL Schools
### 3.6 Assess network bandwidth capacity at all schools using personalized learning criteria (e.g. 1:1)

**Purpose:**
- Determine school-level network capacity to determine future investment needed

**Objectives:**
- Inform leadership of current school network capacity
- Define PL-informed criteria for testing bandwidth at all schools
- Inform future decision-making and planning for implementation of PL efforts at the school level

**Roles/Resources:**
- FCS IT/network team
- External consultants
- CIO

**Key Deliverables:**
- School level bandwidth results/report
- Consultant recommendations

**Key Activities:**
- Analysis of existing and available information and reports by FCS IT/network team
- Analysis of planned/ongoing/in-flight initiatives to improve capacity
- Plan and schedule speed tests with individual schools – work with partner in K-12 network assessment space (e.g. Education Superhighway)
- Conduct speed tests from every school
- Collect results of tests
- Analyze results of tests and determine state of current connections as a district
- Document results and recommendations
- Present results and recommendations to Cabinet, budget team, Board, etc. as appropriate
- *Assumed that results will inform a plan of action for Fulton to take in costing out and upgrading necessary infrastructure/network capabilities in schools

**Risks/Success Factors:**
- Definition and consensus of test criteria

**Dependencies:**
- FCS vision
- 1.2 (digital portfolio)

**Estimated Duration and Cost:**
- 2 months
- Staff or consultant time- ~$50K
- Future network upgrades - $TBD
### Purpose:
- Identify constraints in existing facilities specifications and recommend updates accordingly

### Objectives:
- Recommend updates to Ed Specs so that all new constructions and renovations are aligned with Personalized Learning best practices

### Roles/Resources:
- Personalized Learning SME
- Architectural SME

### Key Deliverables:
- Facility success criteria
- Ed Specs findings and recommended updates

### Risks/Success Factors:
- Identification and definition of PL criteria

### Key Activities:
- Review industry literature and research on facilities best practices (PL)
- Define PL facilities criteria/principles
- Review Ed Specs, GaDOE guidelines, and all other governing facilities construction specifications for alignment with criteria/principles
- Identify where existing specifications and requirements might contradict criteria/principles
- Identify where additional/new specifications and requirements might further enable Personalized Learning in FCS facilities going forward
- Analyze cost impacts of recommendations
- Recommend specific changes to Ed Specs as determined from analysis/reviews
- Convene committee to review recommendations
- Gather feedback from community on the classroom/school of the future

### Dependencies:
- Consensus on new facilities criteria
- FCS vision, policy

### Estimated Duration and Cost:
- 8-12 months
- Cost — TBD
### 3.8 Propose updates to Ed Specs

<table>
<thead>
<tr>
<th>Purpose:</th>
<th>Roles/Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Institute new/modified facilities specifications to govern the construction and renovation of all FCS facilities going forward</td>
<td>• COO/Exec Director of Facilities</td>
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<table>
<thead>
<tr>
<th>Objectives:</th>
<th>Risks/Success Factors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solicit Board approval of recommendations (3.3)</td>
<td>• TBD</td>
</tr>
<tr>
<td>• Communicate new/modified design requirements to stakeholders as necessary</td>
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<table>
<thead>
<tr>
<th>Key Deliverables:</th>
<th>Dependencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Board presentation</td>
<td>• Design Requirements recommendations (3.7)</td>
</tr>
<tr>
<td>• Updated specification</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Activities:</th>
<th>Estimated Duration and Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine final recommendations, and document updated Design Requirements, Ed Specs, etc. accordingly</td>
<td>• 1–2 weeks</td>
</tr>
<tr>
<td>• Develop Board presentation summarizing recommended changes and rationale for change</td>
<td>• Minimal cost</td>
</tr>
<tr>
<td>• Schedule and present to Board</td>
<td></td>
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<tr>
<td>• Work to address any concerns raised or additional analysis needed</td>
<td></td>
</tr>
<tr>
<td>• Communicate final approval to stakeholders as necessary</td>
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</tbody>
</table>
### Purpose:
- Document a strategy to prepare all of FCS for the changes inherent with implementing Personalized Learning

### Objectives:
- Ensure support for Personalized Learning implementations
- Maximize transparency of how changes will impact school and classroom activities
- Assess organizational readiness and target communications to clarify vision

### Roles/Resources:
- Chief Academic Officer, Chief Talent Officer
- FCS Communications office/PR
- FCS Professional Development
- External OCM SMEs/consultants

### Key Deliverables:
- FCS PL Organizational Change Management (OCM) Plan

### Key Activities:
- Assess the extent to which PL will change the FCS culture
- Collaborate with FCS Communications office to plan and conduct analysis
- Work with the state on barriers and state policies as needed
- Conduct stakeholder segmentation analysis – Early Adopters, Reluctant Majority and Resistant Laggards across all types of stakeholders
- Identify major opportunities and potential crises. Develop strategies to leverage opportunities, and/or address potential crises
- Determine approaches to anchor new PL thinking in FCS culture; define communications channels
- Oversee and coordinate with professional learning strategy work (2.5)
- Document OCM Plan
- Review OCM Plan with stakeholders

### Risks/Success Factors:
- Ability to understand and leverage FCS community in facilitating change

### Dependencies:
- FCS vision, policy
- Services offered (2.3)

### Estimated Duration and Cost:
- 6 months
- OCM SMEs / consultants — $400K
### Purpose:
- Coordinate Change — Coordinate the implementation of PL-related changes to meet FCS vision

### Objectives:
- Coordinate change through transparency and tell-listen-adapt communications models
- Prepare FCS staff for the changes necessary

### Roles/Resources:
- Superintendent, Chief Academic Officer, Chief Talent Officer
- FCS Communications office/PR
- FCS Professional Development
- External OCM SMEs/consultants

### Key Deliverables:
- Ongoing communications
- Ongoing readiness assessments and adoption metrics
- Support and coaching as needed for PL schools

### Risks/Success Factors:
- Gartner research indicates the root cause behind more than 60 percent of initiative failures is that enterprises fail to adequately consider their organizational ability and willingness to adapt

### Key Activities:
- Identify, establish and empower an OCM team
- Map the impact of the specific changes across stakeholder categories
- Work with “early adopters” (PL schools) to demonstrate value of PL initiatives
- Target ‘resistant laggards’ with innovative communications and support
- Execute or support as per plan:
  - Ongoing communications
  - Demonstrations and open houses of PL PL schools
  - Professional learning
  - Readiness assessment
  - Post go-live support and coaching

### Dependencies:
- OCM Plan

### Estimated Duration and Cost:
- 4-5 years
- OCM team staff $750K/year
### 4.3 Recruit talent with personalized learning experience

**Purpose:**
- Build district and school-level knowledge/capacity with experience of working in PL settings

**Objectives:**
- Hire experienced practitioners of PL from other settings
- Determine talent/HR/hiring strategies to attract talent

**Roles/Resources:**
- FCS talent management/HR
- Principals

**Key Deliverables:**
- Talent recruitment strategy

**Risks/Success Factors:**
- Communications and transparency of how changes impact work

**Key Activities:**
- Review best practices and lessons learned of PL schools and OCM team
- Determine emerging skills and roles needed to enable personalized learning, and to which PL models they best apply
- Define roles as necessary per internal HR procedures, (e.g., job descriptions, pay scales, HR considerations, etc.)
- Determine recruitment/retention strategies

**Dependencies:**
- OCM Plan (4.1) and lessons learned
- PL school models/designs
- PL school lessons learned

**Estimated Duration and Cost:**
- TBD
### Purpose:
- Transition FCS away from monolithic classroom models to more modern student-centered models as designed by PL school initiatives

### Objectives:
- Ensure schools have the flexibility and options to employ staff as needed per their PL models/designs/plans
- Foster innovative staffing strategies to enable personalized learning

### Roles/Resources:
- Chief Talent Officer
- CAO, CSIO
- HR/Talent leaders/SMEs
- Curriculum and other Academics SMEs

### Key Deliverables:
- Current State constraints
- Policy decisions required
- Enhanced policies/procedures/positions as needed

### Key Activities:
- Convene working group to explore next generation staffing practices and determine what changes to policy/procedures FCS may need to make to enable personalized learning
- Appoint owner of working group
- Document schedule of working group’s activities
- Work with PL school design teams to assess staffing/hiring needs and support on-boarding of new roles as needed
- Review school staffing models where available and assess current state best practices and bright spots
- Review case studies of human capital strategies employed by other districts and schools to personalize learning
- Analyze available data, HR/talent policies, enrollment data, etc.
- Gather lessons learned from PL schools

### Risks/Success Factors:
- Leadership; guiding principles
- Mitigation of perceived barriers (problem solving)

### Dependencies:
- FCS vision
- PL school models and lessons learned

### Estimated Duration and Cost:
- Ongoing
- Primarily internal staff time
### Purpose:
- Initiate school-level design of FCS Personalized Learning settings

### Objectives:
- Identify schools that will implement PL models in 2014-15
- Design student-centered model/culture (school level)

### Roles/Resources:
- PL initiative owner
- PM support
- Principals/School design teams

### Key Deliverables:
- School level model designs (process and practice)
- School selection
- School-level implementation plans

### Risks/Success Factors:
- Aggressive schedule to plan and implement

### Key Activities:
- Refine PL initiative and school selection process for 2014-15 and beyond
- Explore alternative settings to deploy personalized models/tools such as summer school, after school programs, credit recovery programs, tutoring etc.
- Facilitate communications around school selection procedures
- Execute school application process and selection process (or equivalent)
- Convene school level design teams
- Define metrics and success criteria
- Review, evaluate and select tools and partners
- Determine instructional strategies, staffing model, and alignment with standards/curriculum
- Determine strategies to sustain school models over time
- Document implementation plans (communications, PD, OCM, support, etc.)
- Conduct infrastructure and site assessments; build upgrades as necessary
- Prepare for and onboard partners as necessary to deploy devices, conduct training, etc. in preparation for start of school

### Dependencies:
- FCS vision
- Funding/procurement

### Estimated Duration and Cost:
- 8 months
- Cost of planning and implementation –TBD recurring/operational TBD
## 4.6 Expand number of schools employing Personalized Learning Strategies/ Models

### Purpose:
- Begin to build schools that provide personalized experiences for FCS students and leverage lessons learned

### Objectives:
- Implement personalization strategies in 2 school environments to serve as models to the district/staff/community
- Ensure staff are supported
- Track progress and acquire lessons learned

### Roles/Resources:
- PL initiative PM
- School design teams
- Schools

### Key Deliverables:
- Schools launched
- Metrics (4.1) tracked/reported

### Risks/Success Factors:
- Aggressive timeline for 2014-15

### Key Activities:
- Execute and manage according to school implementation plans (4.1)
- Launch 2 PL schools at the start of the 2014 — 2015 school year
- Provide ongoing communications to stakeholders per implementation plans
- Maintain communications with partners/vendors; build relationships
- Provide ongoing support to teachers
- Work with PLCs; provide ongoing PD as necessary
- Track student progress, metrics, etc.

### Dependencies:
- School implementation plans
- Pre-implementation work, (OCM, PD, etc.)

### Estimated Duration and Cost:
- Duration – ongoing
- Cost TBD
### Purpose:
- Inform decision-making and future PL implementations of lessons learned, best practices, etc.

### Objectives:
- Report on student achievement of PL schools
- Provide District with insights into successes and failures to refine future strategies going forward

### Roles/Resources:
- OCM team
- School design teams

### Key Deliverables:
- School case studies
- Metrics reported as per plan
- Lessons learned

### Risks/Success Factors:
- TBD

### Key Activities:
- Review metrics defined (4.1)
- Gather relevant data regarding PL schools and their performance; include metrics around student engagement, teacher retention, student impressions, etc.
- Gather anecdotal information, success stories, challenges, etc.
- Document lessons learned
- Document case studies; capture information to inform teacher PD
- Promote successes and leverage lessons learned in future decision-making
- Share and communicate results to a broad audience; leverage in professional development materials
- Refine metrics as necessary for future PL schools

### Dependencies:
- Access to PL school/student data
- Access to PL school school staff for anecdotal information

### Estimated Duration and Cost:
- 1 month
- PM support — $40K
1. Appoint owner (7.1)
2. Refine vision (5.1)
3. Validate prioritization and sequence of Roadmap activities
4. Convene steering committee of major stakeholders to determine policy and practice around grading/mastery/pace/choice (1.1)
5. Develop and refine Communications Plan to stakeholders (6.1)
6. Plan for PL schools (4.5)
The Vision Workshop held on 9/4/2013 with FCS stakeholders and leadership revealed a series of key concepts and outcomes of Personalized Learning important to FCS...

**Personalized Learning-related Phrases — Hot Dot Count**

- Student-centric
- Flexible pacing
- Interest/project-driven learning (fun/engaging)
- Integrated content and assessments
- Chellenge students to engage in activities/learning beyond what they...
- Standards-based
- Authentic work in community (opportunities)
- Relevant
- Rethink entire model - advancement not dictated by grade or age
- Setting goals and monitoring progress
- Reduce dropouts
- Student choice
- Extending learning opportunities without increase in costs
- Globally competitive
- Give students greater voice
- Increased student succes via more and better learning
- Respectful of student
- Individualized
- Model real-world skillset
- Students might be more engaged
- Paradigm shift
Fulton County Schools’ Stakeholders will drive the success of the Personalized Learning Roadmap projects…

<table>
<thead>
<tr>
<th>FCS Stakeholder Groups</th>
<th>Role in Personalized Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Learners</td>
</tr>
<tr>
<td>Parents</td>
<td>Substantial interests in student achievement</td>
</tr>
<tr>
<td>Central staff</td>
<td></td>
</tr>
<tr>
<td>Academics</td>
<td>Leaders of instructional and curriculum planning, decision-making</td>
</tr>
<tr>
<td>IT</td>
<td>Providers of technology and infrastructure needed to enable PL</td>
</tr>
<tr>
<td>Operations</td>
<td>Management and execution of business operations</td>
</tr>
<tr>
<td>Talent Management</td>
<td>Management and structure of human capital</td>
</tr>
<tr>
<td>School staff</td>
<td></td>
</tr>
<tr>
<td>Principals</td>
<td>Leaders of school (student-centric) culture</td>
</tr>
<tr>
<td>Teachers</td>
<td>Facilitator, coach, guide, curator of learning</td>
</tr>
<tr>
<td>Support</td>
<td>Providers of technical and instructional support</td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Community organizations</td>
<td>Provide opportunities for students to learn outside the classroom</td>
</tr>
<tr>
<td>Funding partners</td>
<td>Provide resources needed to catalyze strategies</td>
</tr>
<tr>
<td>Higher Ed partners</td>
<td>Provide additional opportunities for students to learn in the classroom</td>
</tr>
</tbody>
</table>
### Roadmap Projects

1. **1.1 Convene steering committee representing major stakeholders…**
2. **1.2 Build curricular resources and implement portfolio…**
3. **1.3 Define a progression-based learning framework for the…**
4. **1.4 Curate curricular options and offerings to enable choice**

2. **2.1 Plan and design “marketplace” model to provide…**
2. **2.2 Implement and roll out “marketplace” model**
2. **2.3 Define services FCS will offer to schools and behaviors desired**
2. **2.4 Define process of personal learning plans, and roll out to all…**
2. **2.5 Develop and implement a professional learning strategy to…**
3. **3.1 Ramp up data governance**
3. **3.2 Establish Enterprise Architecture (EA) effort**
3. **3.3 Evaluate tools/solutions to inform PL school design efforts**

### High Level Stakeholder Involvement Matrix

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Central Staff</th>
<th>School Staff</th>
<th>Community</th>
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</thead>
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<td><strong>Roadmap projects</strong></td>
<td>Academics</td>
<td>IT</td>
<td>Operations</td>
</tr>
<tr>
<td>1.1 Convene steering committee representing major stakeholders…</td>
<td>Moderate to heavy involvement</td>
<td>Moderate to heavy involvement</td>
<td>Moderate to heavy involvement</td>
</tr>
<tr>
<td>1.2 Build curricular resources and implement portfolio…</td>
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<td>2.1 Plan and design “marketplace” model to provide…</td>
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<td>2.2 Implement and roll out “marketplace” model</td>
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<td>3.1 Ramp up data governance</td>
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<td>3.2 Establish Enterprise Architecture (EA) effort</td>
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<td>Moderate to heavy involvement</td>
</tr>
<tr>
<td>3.3 Evaluate tools/solutions to inform PL school design efforts</td>
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<td>Moderate to heavy involvement</td>
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</tbody>
</table>

- **Moderate to heavy involvement in work of project**
- **Low to moderate involvement in work of project**
### High Level Stakeholder Involvement Matrix (Cont)

<table>
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<th>Stakeholders</th>
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<th>School Staff</th>
<th>Community</th>
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<td><strong>Roadmap projects</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.4 Document next generation IT/Infrastructure Strategic Plan</td>
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<tr>
<td>3.5 Evaluate performance of tools/solutions per pilots/PL...</td>
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<tr>
<td>3.6 Assess network bandwidth capacity all schools...</td>
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<tr>
<td>3.7 Review Ed Specs against vision</td>
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<tr>
<td>3.8 Propose updates to align Design Requirements with PL</td>
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<tr>
<td>4.1 Document OCM Plan</td>
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<tr>
<td>4.2 Execute OCM Plan</td>
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<td></td>
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<tr>
<td>4.3 Support innovative staffing structures and practices ...</td>
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<tr>
<td>4.4 Communicate and implement new staffing models in all schools</td>
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<tr>
<td>4.5 Plan for 2 personalized learning PL schools for 2014-15</td>
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<tr>
<td>4.6 Launch 2 PL schools employing personalized learning</td>
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<tr>
<td>4.7 Document results of PL schools</td>
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</tbody>
</table>

- Moderate to heavy involvement in work of project
- Low to moderate involvement in work of project
In October 2013, Blue Ribbon Panel members provided commentary on the Landscape report as well as general guidance for FCS; these insights are reflected in many Roadmap projects, such as planning for organizational change management (4.1, 4.2)...

“Leaders planning to implement Personalized Learning also need to consider the levels of consensus that exists among various stakeholders (school leaders, teachers, parents, students, etc.). There are two important dimensions of consensus: 1) The extent to which stakeholders agree on the goal of Personalized Learning; and 2) The extent to which stakeholders agree on the tools, methods, and models that should be used to achieve Personalized Learning.”

— Tom Arnett, Clayton Christensen Institute
…the management and duration of curricular content and options using a portfolio approach (1.2, 1.4) …

“Recommendation is that systems should use a portfolio approach to curriculum and content. Don’t expect a single solution/product to meet every need. Have access to a variety of sources, and apply what works for different kids.”

— Gary Klein, Rogers Family Foundation

“Perhaps most important: students, parents and teachers have flipped/blended their own learning and are waiting for us. The level of bottom up organic change has never been greater; it can/must be leveraged in a change effort.”

— Tom Vander Ark, Getting Smart
...planning and launching model PL schools (4.5-4.8) to continue the innovation process at the school level...

“Many of the successful innovations in Personalized Learning have involved building new organizations from the ground up. By building organizations from scratch, the leaders of these organizations are able to acquire resources and develop processes and priorities that are optimized for providing Personalized Learning. Later, once these new organization prove to be successful, their resources, processes, and priorities often get replicated in order to scale the success.”

— Tom Arnett, Clayton Christensen Institute
...defining, confirming, communicating and clarifying the district policies around key instructional decision points (1.1)...

“I would be careful about how you introduce the concepts of time and pacing as we have found that people jump to self-pacing and kids being left to flounder on their own. Competency education focuses on getting kids to a level of proficiency or mastery before advancing. This means we have to stay focused on pace and progress. Yes, time is a variable, but it is not self-paced or even simply flexible pacing. Flexible pacing is about more instruction and practice. “

— Chris Sturgis, Competency Works
In discussions on planning for Personalized Learning, I would emphasize the importance of properly sequencing the planning process. Before considering components such as curriculum, instruction, and tools, it is important to first identify the desired outcomes, and then organize the team that will design the program to meet those outcomes. Picking the right team and giving them the right scope of authority and autonomy is critical for developing an innovative program. Without the right level of authority and autonomy, the team in charge of designing and implementing Personalized Learning will tend to co-opt innovative approaches into the established system. The result will be a Personalized Learning program that is designed to integrate well with the existing educational models but that is not designed to optimize for Personalized Learning.”

— Tom Arnett, Clayton Christensen Institute
Q&A ??