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To: [EPS.MailList](#)
Subject: Collaboration, Growth, Levy & Bond, and What's Next?
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Good morning!

Just a week and a half ago, we celebrated our communities' overwhelming support of our students and their schools. As a result, many of us are excited and anticipating the *all call*: "Let the work begin!" (*Heads-up: this is a very long email ... you may want coffee and a few more minutes than is typical for reading one of these ...*)

It is true that certain work to complete the voter-approved capital levy and bond projects can now begin – and is already underway.

It is also true that our district has, for many years, strategically laid a foundation in readiness for the work the levy and bond now make possible. Recently, I did a few "back of a napkin" notes of district milestones and changes which are collectively responsible for our current poised-for-more-success position. They grew into this lengthy message to you. Some of those are:

From "ALL" to "EACH"

Years before I became superintendent, this district's leadership shifted from helping "all" students succeed to supporting "each" student's success. What seems at first a tiny semantical tweak was a catalyst for monumental change in the way we provide learning experiences for students. That change was a seed for today's early learning programs and early learning local and regional partnerships, graduation rate increases, using real time data for real time academic interventions, a revamped senior seminar, the summer reading challenge, Naviance for middle and high school students, our eight-step instructional improvement process, the region's most extensive summer school program, AVID, GEAR UP, successful adaptation to TPEP, and *well, you get the idea.*

Collaboration time on Fridays, or "LIF"

Teachers and principals asked for "more time" to work together to use individual student data, to share practices and information about how to meet "each" student's learning needs and ensure "each" student graduates. As a result of teacher request, we have district-wide collaboration time on Fridays, which many have credited as an essential element for meeting today's student learning expectations – and school and district continuous improvement.

Partnerships

The Boeing Company, city of Everett, Frontier Communications and Providence Medical Center awarded us two years' worth of funding to pay for a STEM/CTE leadership position to link our schools to industry, to provide externships and internships for staff and students, and forge relationships and boost STEM resources for schools. Today, three years later, every school in the district has a robotics team with industry support and technical volunteers. Each of our high schools has a computer science class, and teachers are paired with technology professionals who help ensure our students are learning the skills they need to be successful in their futures.

TPEP and a growth mindset

We built what may be the very best TPEP implementation model in the state. Together we not only learned, but excelled in enacting what I believe is one of the greatest changes in education in our time. The switch from the old *deficit* evaluation model to a *growth-oriented* system that supports continuous improvement has already transformed the ways we work together. Most importantly, we learned the Danielson Framework together and are using common “growth” language and common performance standards in classrooms and support departments.

The 2010 technology Levy

Six years ago the 2010 capital levy helped lay basic infrastructure for more technology in schools. It was the financial backbone for the success of the Chromebook rollout last year as well as continued Chromebook implementation success this year. That 2010 levy helped build our LMS teams and systems as well as open, online ways for parents to be more involved in each student’s learning progress; that levy was a step in a long-term plan to build infrastructure for the 2016 capital levy work.

The Chromebook launch

What was initially a way of responding to the state’s conversion to online, computer-adaptive standards-based assessments created an enthusiastic appetite for even more technology in schools. Those Chromebook carts became some schools’ most-sought and often-reserved resource as teachers and students began experiencing the power of technology to transform teaching and learning.

Targeted, responsive professional development

Classified and certificated staff asked for more strategic professional development to hone skills – whether those were in the classroom or in support roles. We now have a Professional Development Advisory Council helping design PD programming for classified and certificated staff. And we have a shared decision-making team with EEA leadership and instructional leadership working together to ensure we pursue best practices for PD.

This year’s March LID experiences

Our LID program merged the wisdom of the PD Advisory Council and learnings from the TPEP training process into highly successful and transformational staff learning sessions – most of which were facilitated by our own professional staff.

Jeff Utecht (Check out his [website](#), or watch his [TED Talks](#))

In March, during LID sessions, he ignited even more interest in, enthusiasm and thirst for technology resources and PD – and for time to collaborate on ways to use technology to transform learning for a 1:1 student-to-computer ratio. As we learned from our TPEP work, having a consistent way of learning together helps ensure unified understanding. Jeff and his colleagues will be central players in our instructional technology PD, and will offer workshops for parents to learn how to support their kids using individual computing devices.

Without all of that previous work, without those critical stepping stones, we would be far less

prepared for what will happen over the next six years as we transform teaching and learning using a 1:1 technology platform across our district.

Why six years?

One of the key “take aways” from bond and levy presentations held at our schools and work sites was the fact that capital levy funds come to the district in 12 installments from the Snohomish County Treasurer over the next six years.

*We will receive the **first** installment in **April 2017** and the last in October 2022. April and October are when district residents pay property taxes, the tax that generates capital levy funds.*

Today, we are kick-starting the 2016 levy work with funds that remain from the 2010 capital levy (*It was called the “Building Repair & Technology Levy” in 2010*). The kick-start underway now forms the basis of “next steps” for technology transitions over the six-year life of the 2016 capital levy.

What are those next steps?

A three-step rollout process repeat in stages with groups of schools over the six-year life of the 2016 capital levy. Those three repeating and layered steps are:

1. Year one – Infrastructure build-up in readiness for more devices online at the same time
2. Also year one – Devices and device training for all teachers at all schools across the district
3. Year two – Devices to students at first group of schools combined with more staff PD and on-site technical support, then begin again with subsequent group of schools.

Peeling those three steps into more detailed layers:

- **Between 2016 and 2022**, and throughout the repeated three-step process, we will invest in technology infrastructure as more student computers are rolled out to more schools. This ensures the infrastructure for technology traffic is robust enough to handle thousands more devices firing up and going active online at the same time. Levy funds will enable us to strategically build, maintain, and replace infrastructure as technology needs evolve over six years. (*Once it’s built, it must be maintained and updated.*)
- **August and October 2016 mobile devices and mobile device training for all certificated staff at all schools.** Right now a team of instructional staff is testing different devices to determine what “features” are most useful and needed by teachers. We will purchase devices based upon the team’s experiences and evaluations and what we’ve learned from other districts.
- **Fall 2016.** PD to strengthen teaching and learning culture for the first group of schools. The first group includes our two smallest high schools, Everett High and Sequoia High. (*Subsequent years’ PD roll out will be Jackson High and Cascade High and then three middle schools, followed by two middle schools.*) The **2016 group** also includes three yet-to-be-determined elementary schools. (*Watch for information about determining readiness as part of the process to select those three elementary schools.*) Research and experience of other districts emphasizes that PD with teachers BEFORE distributing devices to students is critical to success. The shared decision-making team agrees.
- **In 2017-18**, devices rollout to students at Everett and Sequoia.

Between 2018 and 2021, roll out will continue with staged groups of schools. “Staging” the rollout of devices and technology instructional practice PD not only ensures our infrastructure is robust enough as schools and students come on line, but it aligns with how funding is available from the county in installments over the next six years.

- **Between 2016 and 2022**, elementary school SBA devices will be refreshed to replace and increase the number of device carts at what will by then be our 18 elementary schools. Elementary PD will be phased in and aligned with secondary PD over six years.
- **On-site technical support staff** will be located at schools as each school comes online.
- **Digital curriculum rollout** will progress over six years, and CTE/STEM labs will receive upgraded devices, specific to the technical learning needs of students in those classes.
- **More WiFi** access will be available. Staff are exploring evolving options to increase WiFi access for students when not in school. Possibilities today include checked-out devices complete with a WiFi hotspot. I expect our next transportation vendor to provide WiFi on our buses so students can use that time more productively. Who knows what technology will be available and what partnerships for more community WiFi will be available by 2017 when student devices begin rolling out?
- **By the end of this school year**, all support staff work stations will be refreshed, on schedule with the timeline planned for using *remaining 2010* tech levy funds. Classified PD will continue over the life of the 2016 levy.

While this may be a longer-than-usual email, this is only a 30,000-foot altitude summary of just the capital levy projects specific to technology. There are other projects in the capital levy, including safety enhancements which are part of our six-year work schedule. The bond, with its new elementary and North Middle and Woodside Elementary School modernizations, has yet another [schedule](#) that also spans at least six years.

Over the next few weeks and over the life of the capital levy and bond, we will distribute those schedules and progress highlights in future messages. We’ll be launching website information and graphic representations – maybe even “check lists” – to document the value of our community’s levy and bond investment and our accountability for public funds.

On May 10, during our school board meeting I will be discussing the bond and levy timelines. At that same meeting the board will recognize our five 2015 Washington State *Schools of Achievement*. I invite you to come congratulate your fellow staff and learn more of the board’s thoughts about the exciting work ahead and what it means for today’s and for future students – all made possible by the generous support our community demonstrated with 65 percent approval for the capital levy and 62 percent approval for the bond.

Best wishes for a relaxing weekend!



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