EVERETT PUBLIC SCHOOLS

Integrated Technology Plan

2016-22

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Introduction

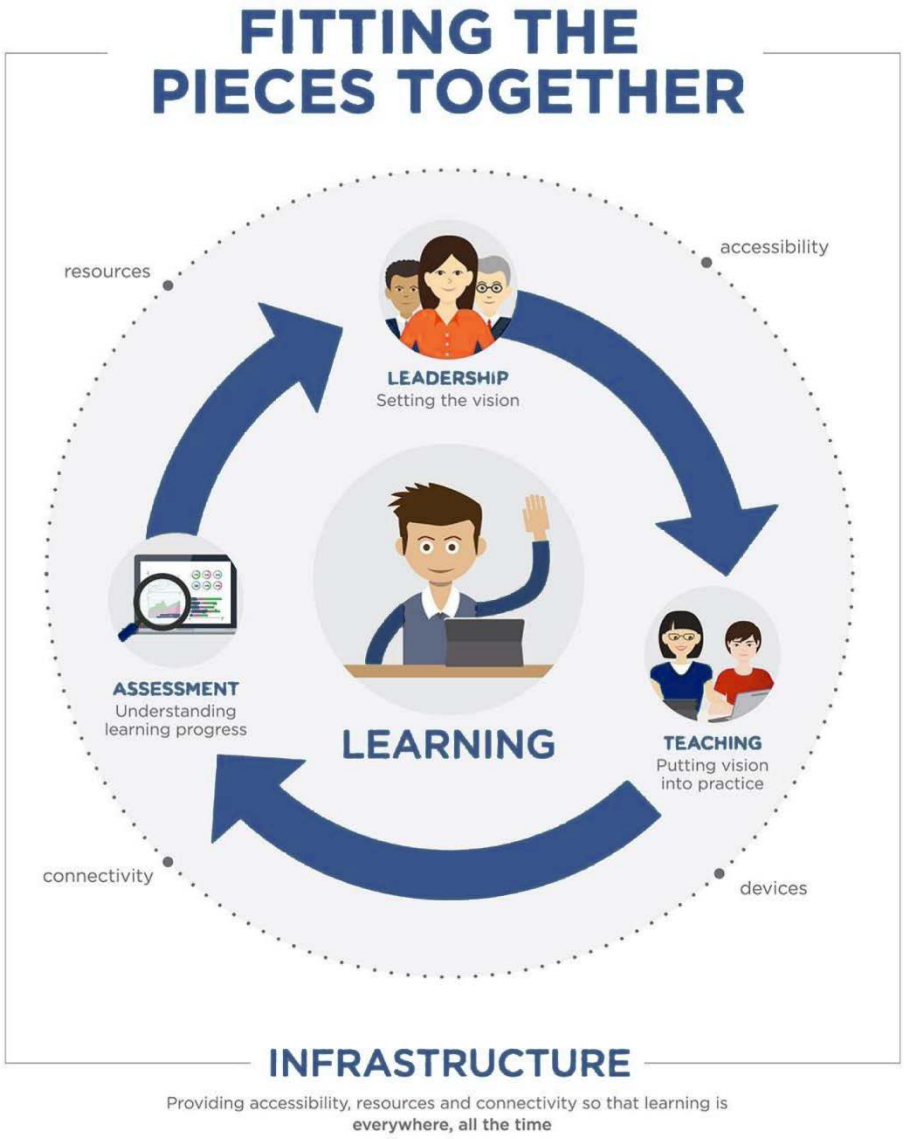
Technology has the power to enable each member of our learning community to engage deeply in learning. "Technology" is more than a device. Buying software alone does not lead to increased efficiency. Simply supplying a device to each student is not enough to increase achievement. The tools must be purposefully used to have impact.

Leveraging technology throughout the district's operations advances efficiency and effectiveness leading to more innovative practices.

Leveraging technology within teaching equips students to achieve college and career readiness standards.

Proficient in 21st century skills, college and career ready students use critical thinking, collaboration, communication, creativity, citizenship, and character to adapt to the emerging needs of a changing world.

Everett Public Schools is setting a vision for technology-transformed learning throughout the system. Through a coordinated effort, the vision will allow for each and every member of the organization to thrive.



Executive Summary

Everett Public Schools' six-year Integrated Technology Plan (ITP) spans 2016 through 2022. This plan focuses on creating technology-rich environments to achieve our mission of inspiring, educating, and preparing each student to achieve to high standards, contribute to our community, and thrive in a global society. The plan includes operational system enhancements and professional learning support for each staff member. Integrating technology will be a part of transforming every facet of the organization's continuous improvement work.

To construct this plan, the district adopted the National Office of Education Technology Plan (NETP) goal areas: **leadership**, **learning, teaching, assessment**, and **infrastructure** adding our own local goal of **community outreach** to assure fully utilizing and informing our community**.** In each goal area, the plan highlights strategies, key measures, and who is responsible for executing action plans in which learning, enriched by technology, engages all learners.

Developing the plan included consultation with our district leaders, association members, and the Technology Advisory Council (TAC). The plan elements evolved from board priorities, community conversations, a student technology summit, and input from multiple staff groups. Content-specific elements involved contributions from various departments including Information Systems and Technology, Teaching and Learning, Special Education, and Curriculum, Assessment, and Special Programs. Related action plans will further identify specific strategic instructional technology initiatives, resource requirements, and related costs, budgets, and timelines.

We will be successful when our students demonstrate they are well-rounded, healthy, and flexible thinkers with global perspectives who can access resources and collaborate. We will be successful when each staff member develops their talents, engages in problem-solving and innovates within their work to enhance the system.

Research-based

Digital opportunities for enriching personal and professional lives surround staff, students and families in school, in community, at work, and at home. Technology advancements are moving rapidly and require schools and educators be adaptable.

As the exploration phase of this plan began, Everett Public Schools consulted with industry experts, neighboring districts, and school districts heavily invested in technology across the state and nation, as well as strategic partners. Teams visited schools and attended forums with other instructional and technical leaders to assist in the design of this plan. As a part of that discovery process, leadership and the Technology Advisory Council (TAC) reviewed research and a variety of models on how to best use technology for rigorous, personalized learning for students in the classroom.

In *Project RED*'s national study, conducted in 2010, more than 1000 schools were analyzed to determine the factors that contributed to the success or failure of the school's initiative to provide Internet access for every student. According to *Project Red*, properly implemented educational technology includes learners' continuous access to a computing device to substantially improve achievement. Across other studies on computers in school several key qualifiers are called out specifically to differentiate between device purchases and an effective education technology implementation. Examining technology's impact on schools involves hundreds of interrelated factors which determine whether technology promotes student achievement. At the forefront is how educators manage education pathways for students. For devices to make a difference it requires technology-transformed instruction, in which educators use digital tools to strengthen curriculum, instruction, and assessment.

The Integrated Technology Plan accounts for the key factors defining a properly implemented technology initiative in which learning is not simply enhanced but transformed. Key implementation factors include an instructional design for deeper learning, leaders trained in change management, and principals leading the integrating of technology in their schools.

Other key implementation factors outlined in this plan center on learning, teaching, and assessment in the forms of digitally supported intervention classes, online collaboration, regular use of computers within content instruction, online formative assessments, and monthly virtual field trips.

Final factors involve keeping technology accessible for all students, at all times; this requires a well-developed technical and support infrastructure.

These key factors have shown to improve engagement, attendance, and increase student achievement. Schools are successful when they use the digital environment to strengthen teaching and learning where technology redefines the task serving as a catalyst for change. Devices have the most impact when used for collaborative learning, as access to personalized learning, and when teachers expand their skills in on-going professional development.

Conclusion

The learning culture both within and beyond classroom walls is critically important to ongoing success. Interactive, technology-enriched environments offer opportunities to develop interpersonal skills and create relationships as students and staff connect to a larger network of experts and resources. The Integrated Technology Plan is designed to ensure the district provides innovative technology tools to staff and students as part of creating an equitable, accessible, and sustainable system.

Implementation Process

1. Prepare action steps as a leadership team for each goal area (leadership, teaching, learning, assessment, and infrastructure) and integrate into Annual Operating Plan (AOP).

2. Budget financial resources to sustainably fund the various digital, human, and technological resources necessary to meet the goals of the plan both from capital, general fund, and other sources.

3. Coordinate with school administration, associations leadership, operational managers, directors, and cabinet leadership to identify activities and outcomes leveraging technology in the annual operating plan, department plans, and school improvement plans.

4. Use advisory councils and strategic partnerships to review plans and progress toward plans' goals.

5. Install robust infrastructure in advance of device deployment to assure equitable access to high-speed 24/7 connectivity.

6. Expand building staff to address both technical and instructional support for the expansion and utilization of technology.

7. Coordinate with curriculum, instruction, special education, categorical programs, and assessment departments related to a core instructional design to align learning technology tools to instructional and curricular goals and universal access.

8. Develop technology proficiency expectations and accompanying professional development offerings in collaboration with each district working group.

9. Plan with shared leadership team training for all teachers' abilities to reach proficient and distinguished levels in effectively creating technology–transformed learning environments.

10. Review annually the effectiveness and efficiency of deployment/upgrade plans for central systems to confirm or reconsider short-term and long-term requirements, assure equitable access, and upgrade or update as needed.

11. Review annually roles and responsibilities for plan's action steps and re-evaluate targets.

Integrated Technology Plan Goals 2016-22

Goal 1: 	All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.
Goal 2: 	All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.
Goal 3: 	All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-connected society.
Goal 4: 	All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.
Goal 5: 	All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.
Goal 6: 	All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Goal 1: Leadership

National Education Technology Plan 2016:
For systemic changes in learning and teaching to occur, education leaders need to create a shared vision for how technology can best meet the needs of all learners and to develop a plan that translates the vision into action.

All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Change Management and Instructional Shift		
Embed strategies from the Integrated Technology Plan (ITP) into the Annual Operating Plan, department plans, and school improvement plans.	Goals and strategies appear in the Annual Operating Plan, department plans, and school improvement plans along with review of evidence of implementation and impact	Cabinet, Department Heads, Building Leadership
Implement change management strategies related to the transformational uses of technology across all stakeholder groups.	Usage statistics of devices, platforms, and software Student achievement indicators (disciplinary rates, dropout rate, assessment scores) Student engagement survey	Cabinet, Department Heads, Building Leadership
Promote a culture of innovation in supporting learning that encourages experimentation and professional growth.	Protocols and resource parameters developed allowing staff to propose action research ideas Danielson and AWSP frameworks	Cabinet, Learning & Information Technology Services, Building Leadership
Assess the value and alignment of current technology solutions and inventories to intended educational outcomes, college and career readiness standards, and operational efficiencies and contrast with other solutions, products and processes, including openly licensed content.	Completed review of district and building instructional tools Usage statistics	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Operational Department Heads, Building Leadership
Ensure that policies, procedures and resources equip instructional staff with the right tools and ongoing support to personalize learning and raise student achievement while also maintaining the confidentiality of student, family, and staff data.	Number of applications reviewed following procedures and policies	Cabinet, Extended Cabinet, Learning & Information Technology Services, Building Leadership
Ensure that policies, procedures, and resources equip operational staff with the right tools and ongoing support to improve efficiency and effectiveness while also maintaining the confidentiality of student, family, and staff data.	Policies and procedures implemented related to digital system tools and software that aligns effectiveness, efficiency targets while safeguarding student, family, and staff data as evidenced in audits	Cabinet, Extended Cabinet, Operational Department Heads, Learning & Information Technology Services, Building Leadership
Implement standards-based digital curriculum, supplemental resources, and operational systems through a selection process that includes an examination of state, national, industry-specific, and global digital resources that align with district infrastructure requirements.	Verification that planned use of adopted curriculum and operational systems align with technical and instructional support resources	Cabinet, Extended Cabinet, Operational Department Heads, Learning & Information Technology Services, Curriculum, Assessment and Special Programs, Teaching and Learning, Building Leadership

Professional Learning related to Technology		
Collaborate with curriculum, instruction, assessment, and special program leaders to leverage technology such that teachers increase engagement and deepen learning reflected in proficient and distinguished levels of teaching.	Proficiency standards in technology adopted and embedded throughout instructional professional development Ratings on Danielson Framework in areas related to technology integration	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services, Building Leadership
Collaborate with all operational department leaders to integrate technology into the design of trainings including on-site and job-embedded professional learning offerings such that staff leverage technology to improve effectiveness, efficiency, and communication.	Number and variety of professional learning opportunities by work group Survey of staff technology proficiency levels Usage statistics of digital tools	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Department Heads, Learning & Information Technology Services,Technology Integration Facilitators, Building Leadership
Integrate into student, parent, community, and all areas of professional learning across all departments best practices related to data literacy, security, and privacy requirements clarified through policies and procedures.	Number of staff trained related to best practices Usage statistics on analytics software Number of security and privacy incidents	Department Heads, Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services, Building Leadership
Finance		
Secure sustainable funding streams from all funding sources for human and non-capital costs for technology initiatives including appropriate strategic community and industry partnerships.	Allocation of non-capital funds related to Integrated Technology Plan Preservation of instructional and technical support beyond capital-funded implementation Number and variety of strategic partnerships and their contributions to implementation of Integrated Technology Plan	Cabinet
Develop funding models and plans for sustainable technology purchases while paying special attention to eliminating those resources and tasks made obsolete by technology.	Reduction of paper and copying expenses Utilization of online storage Retention and storage requirements	Cabinet, Extended Cabinet, Department Heads, Learning & Information Technology Services
Ensure that instructional materials adoptions include sustainable funding for the management of products; access for all users on and off-site, ongoing training for all students and staff; and include online and digital resources.	Annual budget for new staff and product update training beyond adoption year Usage statistics for each digital resources both off and on-site	Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning & Information Technology Services

Goal 2: Teaching

National Education Technology Plan 2016:
Carefully designed and thoughtfully applied technology can accelerate, amplify, and expand the impact of effective teaching practices when educators take full advantage of technology-rich learning environments.

All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.

Strategies	Key Measures	Coordinating Departments
Train staff in the SAMR model, components of blended learning, 21st century skills, and inquiry-based instruction in order to embed technology-enriched instruction throughout the mapped curriculum focused on student proficiency in content, educational technology, and college and career readiness standards.	Number of staff completing integrated technology training Student proficiency and growth in standards and 21st century skills Observations of technology-enriched lessons identified as Substitution, Augmentation, Modification, Redefinition	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Model and train staff in technology-enhanced instructional approaches using a variety of learning technologies to support both formal and informal learning.	Usage statistics on instructional tools, course management system and other learning technologies Surveys/ratings of professional learning	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators, Teachers
Implement research-based, technology-transformed intervention programs to provide personalized learning in conjunction with teacher-facilitated large and small groups and one-on–one instruction (e.g. ELL, special education, Title I).	Usage statistics of intervention program resources Student growth within each program	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Integrate best practices related to digital citizenship, data literacy, security, and privacy requirements into instruction and staff training to promote responsible use of technology and online learning environments, web-enabled collaboration, and communication networks.	Assessment of student and staff understanding of digital citizenship	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators

Goal 3: Learning

National Education Technology Plan 2016:
Using technology to transform learning experiences with the goal of providing greater equity and accessibility.

All learners have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally-connected society.

Strategies	Key Measures	Coordinating Departments
Leverage technology to allow learners to pursue personal interests, innovations, and interactive learning opportunities; to collect and use data; to consider ideas in more than one way; to collaborate with peers, mentors, and experts; and to produce representations of knowledge and perspective.	Student samples from across courses highlighting student performances and reflections Usage statistics of applications	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Demonstrate responsible use of technology through safe, respectful, and secure use of online learning environments, web-enabled collaboration, and communication networks.	Policies and procedures created and training provided Number of incidents where guidelines are reported as not being followed	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators
Implement a credited program where students can participate in transforming technology use in their school by training them in technology integration and sustaining infrastructure, practicing leadership, and training others in using technology.	Number of students engaged in program Student satisfaction survey Program effectiveness survey Certifications earned by students participating in program	STEM-Career and Technical Education, Learning & Information Technology Services, Building Leadership
Access learning resources, classes, and training in current and emerging digital tools and applications.	Number of trainings and attendees regarding the use of digital tools Usage statistics for staff use of digital tools Surveys/ratings of professional learning	Curriculum, Assessment and Special Programs, Learning & Information Technology Services, Building Leadership, Technology Integration Facilitators

Goal 4: Assessment

National Education Technology Plan 2016:
Technology-enabled assessments support learning and teaching by communicating evidence of learning progress and providing insights to teachers, administrators, families, and, most importantly, the learners themselves. These assessments can be embedded within digital learning activities to reduce interruptions to learning time**.**

All levels of our education system leverage the power of technology to measure what matters and use quality assessment data to improve teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Design and implement valid, reliable, and rigorous formative and summative digital assessments aligned to the content standards and integrating the 21st century skills.	Usage statistics for assessments Number of content-specific performance tasks Number of common assessments developed and in use Student proficiency and growth as measured by assessments	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Provide professional development to interpret results from different types of assessments, utilize assessment tools, and access data dashboards to give students, educators, parents, and other stakeholders timely and actionable feedback.	User feedback on design of data dashboards Usage statistics of analytics tools Number and attendance at professional development offerings	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Support with system tools a model of assessment that includes ongoing gathering and sharing of data for continuous improvement of teaching and learning within practices, policies, and regulations that ensure privacy and information protection for staff and students.	Policies and procedures for student and staff data developed and implemented Usage statistics of assessment and analytics tools	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Identify and implement assessment technologies that allow for embedding a wide variety of assessment items which engage and motivate learners while assessing content standards and the 21st century skills.	Usage statistics on assessment technologies Student proficiency and growth as measured by assessment technologies	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services
Maintain inventory of supported devices for administration of practice and actual online assessments (local, state, and national).	Number of supported devices at each site	Curriculum, Assessment and Special Programs, Special Education, Learning & Information Technology Services, Assessment Department

Goal 5: Outreach

National Education Technology Plan 2016:
In addition to working with teams within educational organizations to create an implementation plan, leaders also should solicit input and feedback from a broad range of influencers: administrators, teacher-leaders experienced in using technology to support learning, professional organizations, boards of education, knowledgeable members of the community, business leaders, cultural institutions, colleagues in other districts, and parents.

All stakeholders, including families, strategic partners, and the community, will have opportunities to learn about, provide feedback on, and partner with the district about technology in school, at home, and in the community.

Strategies	Key Measures	Coordinating Departments
Communicate with all stakeholders (staff, families, community), in a variety of venues and formats, key elements of the Integrated Technology Plan, implementation phases, and action steps.	Number of communication modes utilized for Integrated Technology Plan information Website analytics on Integrated Technology Plan website and its key resources	Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Provide policy explanations and resource options to support families as students bring home school devices.	Number of communication modes used for policy information	Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Develop resources and trainings for students, families, and other key stakeholder groups to support student use of devices, instructional and productivity software, and collaboration environments.	Analytics for online training resources Number of trainings offered and variety of attendees	Communications, Learning and Information Services, Teaching and Learning, Building Leadership
Establish feedback loops to support continuous improvement of action plans by engaging staff, students, families, community, and key stakeholders for feedback on the clarity of information provided, how to take advantage of trainings, and resources available and the student and family experience with devices at home and within the community.	Number and variety of participants providing feedback Number of responses to surveys	Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Collaborate with area agencies, civic groups, strategic partners, cultural organizations, business leaders, vendors, and community organizations in connecting families to resources and opportunities to extend student learning through use of technology beyond the school programs.	Number of events, event attendance, and survey returns	Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership
Increase the capacity to provide safe and secure access to the Internet within the community, through industry partners and at home, with a special focus on equity of access.	Number of homes connected using district-provided service, number of strategic partnerships to expand Wi-Fi access	Cabinet, Learning & Information Technology Services
Engage a wide range of stakeholders to evaluate innovative technologies that can transform student learning.	Number of events and event attendance	Cabinet, Communications, Curriculum, Assessment, and Special Programs, Special Education, Learning & Information Technology Services

Goal 6: Infrastructure

National Education Technology Plan 2016:
Learning, teaching, and assessment enabled by technology require a robust infrastructure. Key element of this infrastructure include high-speed connectivity and devices that are available to teachers and students when they need them. Aside from wires and devices, a comprehensive learning infrastructure includes digital learning content and other resources as well as professional development for educators and education leaders.

All levels of our education system will have equitable access to a robust and comprehensive infrastructure when and where they need it for teaching, learning, and operations.

Strategies	Key Measures	Coordinating Departments
Create and implement sustainability plans for technology life cycle management that include sustainable funding sources, district-wide and onsite technical support, network security, access, performance and services, device refresh plans, data security of operational and student systems, and the development and use of online collaboration environments.	Status of technology lifecycle management plan Identified funding sources for sustaining the Integrated Technology Plan	Cabinet, Learning & Information Technology Services, Finance
Provide sufficient and qualified technical personnel to manage and maintain the technology infrastructure and related services.	Work order statistics Satisfaction surveys Ratio of technical staff to technologies	Human Resources, Learning & Information Technology Services
Provide every student and teacher access to at least one mobile device, appropriate software, and resources for research, communication, multimedia content creation and collaboration.	Total computers deployed to students and educators in four-year refresh cycle with appropriate software and resources	Learning & Information Technology Services, Technology Integration Facilitators
Ensure throughout district facilities staff and students have ubiquitous, reliable, safe, and secure access to the Internet and adequate wireless connectivity.	Number of wireless access points installed throughout the district Internet bandwidth capacity and utilization	Learning & Information Technology Services
Provide services to support safe and secure access to Internet connectivity with a special focus on equity of access.	Number of devices connecting using district-provided service Usage analytics of online learning resources	Learning & Information Technology Services
Provide adequate and reliable network bandwidth, services and infrastructure to ensure electrical access, data, voice, and video services are effectively and efficiently supporting technology utilization and integration into teaching, learning, safety and operations.	Network bandwidth capacity and utilization	Learning & Information Technology Services, Facilities and Planning
Ensure selection process for all online resources include a full technology review including data security, user account management, technical and network requirements, integration, and rostering protocols and that all products have a designated application manager.	Number of resources reviewed compared to number of resources implemented Number of resources leveraging Active Directory Inventory of products and application managers	Cabinet, Curriculum, Assessment, and Special Programs, Operational Department Heads, Learning & Information Technology Services
Create vision of form, furniture, and function of all spaces in the school environment and how they may be defined as learning spaces that support 21st Century learning including classrooms, library, open areas, outside areas, and their relationship to virtual environments.	Design elements incorporated into schools	Curriculum, Assessment and Special Programs, Facilities and Planning, Learning & Information Technology Services, Teaching and Learning

Appendix A: Activities leading to creation of ITP

- October 11, 2016 – Board presentation on end of 2010 Technology Action Plan activities and review of fully drafted Integrated Technology Plan 2016-22
- September 20; October 18; November 15, 2016 2016-17 Technology Advisory Council final revisions
- February 2; March 14; May 31, 2016 – 2015-16 Technology Advisory Council review of National Education Technology Plan, proposed aligned goals and draft of district technology plan
- April 26, 2016 – Passage of Everett Bond and Replacement Capital Levy
- March 11, 2016 – Professional development technology sessions for teachers and instructional paraprofessionals
- March 1, 2016 – Student Technology Summit with high school students regarding the future of technology in Everett Public Schools
- February 24-26, 2016 NCCE Conference on Instructional Technology
- February 16, 2016- Professional development technology sessions for maintenance, food service and office personnel
- January 28, 2016 – Instructional Leadership Team worked with Jeff Utecht, consultant on integrating technology into learning
- January 26, 2016 – Board approval of Resolution 1122, Replacement Levy for Safety, Building and Instructional Technology Improvements
- January 19, 2016 – Demonstration of digital inking and use of One Note from Renton Mid/High Prep teacher and students
- January 12, 2016 – Technology Professional Development Leadership Team work with Jeff Utecht
- January 12, 2016 – Review of draft proposed capital bond and levy
- January 7, 2016 – Superintendent Leadership Team worked with Microsoft's James Whittaker on foster innovation
- December 15 and 16, 2015 – Anytime, Anywhere Learning Foundation's *Design, Deploy, Transform* Workshop
- November 30, 2015 – OSPI – ESD189 Open Educational Resources Workshop
- October 27, 2015 - Capital bond/levy development update - Board work session
- October 23, 2015 – Microsoft technology visit on cyber security, network management and products under development
- October 13 and 14, 2015- New Pedagogies for Deep Learning: Deep Learning Lab 2015
- September 24; October 13, 2015 - Community engagement event on technology and facilities - Our communities' students: The next generation of innovators
- September 29 and 30; October 1, 2015 – EdLeader 21 National Conference
- August 26; September 15; October 21- November 9, 2015 -2015-16 Technology Advisory Council input on capital levy
- January 20; February 11- March 3; April 7; June 2, 2015 – 2014-15 Technology Advisory Council studied *Project Red*, the Anytime, Anywhere Learning Foundation, Intel and gave input on capital levy development
- May 19; June 3, 2015- Kent School District school, 1:1 plan review and technology visits
- May 27, 2015 - Board presented information on the timeline and process steps for redeveloping a capital bond proposal
- May 11, 2015 – Teacher Tech Talk on needs for technology and professional learning in schools
- April 28; May 5; May 19, 2015 - Community fishbowl engagement events on capital facilities and technology
- April 1, 2015 – Technology team visited Bellevue School District
- March 24, 2015 - Capital planning update
- February 26 & 27, 2015 Board members and district leadership attended Microsoft Executive Briefing
- February 10, 2015 - Capital bond and levy development update

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Appendix C: Contributors to ITP Development (2015-17)

Everett Public Schools Board of Directors
Carol Andrews, Director
Pam LeSesne, Director
Caroline Mason, Director
Traci Mitchell, Director
Ted Wenta, Director
Aymee Carrillo - Student Board Representative
Scott Pease – Student Board Representative
Dhruvick Parik – Student Board Representative

Everett Public Schools District Staff
Dr. Gary Cohn, Superintendent
Dr. Joyce Stewart, Deputy Superintendent
Dr. Tony Byrd, Associate Superintendent
Dr. Peter Scott, Associate Superintendent
Larry Fleckenstein, Assistant Superintendent
Dr. Sally Lancaster, Assistant Superintendent
Dr. Molly Ringo, Assistant Superintendent
Brian Beckley, Chief Information Officer
Dana Riley Black, Executive Director STEM, Partnerships and Legislation
Becky Clifford, Executive Director Special Services
Mike Gunn, Executive Director Facilities & Operations
Debbie Kovacs, Executive Director Human Resources
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Dr. Catherine Matthews, Director Curriculum & Assessment
Leanna Albrecht, Director Communications
Mary Waggoner, Director Communications
Jennifer Farmer, Director Business Services
Gayla Jenner, Director Fiscal Systems
Anne Carnell, Curriculum Specialist Learning Management Services
Sonja Delafosse, Instructional Technology Specialist
Georgia Lindquist, Curriculum Specialist Humanities
Tavis Miller, Curriculum Specialist Learning Management Services
Mike Weatherbie, Curriculum Specialist Learning Management Services

Student Tech Summit and Fishbowl/Community Conversation attendees

Shared Leadership Group for Technology Professional Development
Jared Kink, EEA president and Dr. Joyce Stewart, Deputy Superintendent

Technology Advisory Council Members
Jo Anne Buiteweg, Director Learning Management Services, co-chair
Ken Toyn, Director Information Systems & Technology, co-chair
Scott Jenkins, Director Information Systems & Technology
Marian Arment, Data & Network Operations Manager
Chris Bailey, Parent
David Berlier, Parent
Diane Bradford, Coordinator Communications
Brian Day, Director STEM
Pete Dronzek, Student Data Systems Coordinator
Mitch Entler, Assistant Principal, Everett High
Shanna Erickson, Parent
Larry Fleckenstein, Principal Evergreen Middle School
Ruth Floyd, Budget Manager
Lance Groesbeck, Assistant Principal, Emerson Elementary
Justin Haney, Teacher Librarian, Jefferson Elementary
Sarah Healy, Teacher, Hawthorne Elementary
Gerard Holzman, Principal Monroe Elementary School
LauriBeth Hull, Internet Technologies Specialist
Jim Jenkins, Community member
Pat Jones, Systems Analyst Learning Management Services
Sarah Kinsella, Speech and Language Pathologist Special Education
Heather Lechner, Associate Director Special Education
Barb Lark, Teacher, Special Education, Jefferson Elementary
Jennifer Lawler, Principal, Silver Lake Elementary School
Abdul Mohamed, Student Everett High
Shaun Monaghan, Assistant Principal, Henry M. Jackson High
Allan Neuvala, Community member
Jennifer Ozbun, Parent and Teacher, Everett High School
Callie Penry, Student Sequoia High
Sarah Pewitt, Parent and District Facilitator
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