# Table of Contents

- **Introduction** ........................................................................................................................................................................... 1
- **Executive Summary** .................................................................................................................................................................... 2
- **Research-basis** ........................................................................................................................................................................... 2
- **Conclusion** .................................................................................................................................................................................. 3
- **Implementation Process** .............................................................................................................................................................. 4
- **Goals** .......................................................................................................................................................................................... 5
- **Leadership** .................................................................................................................................................................................. 6
- **Teaching** ..................................................................................................................................................................................... 9
- **Learning** .................................................................................................................................................................................... 10
- **Assessment** ................................................................................................................................................................................ 11
- **Outreach** ................................................................................................................................................................................... 12
- **Infrastructure** ............................................................................................................................................................................. 13
- **Appendix A: Prior Activities** ..................................................................................................................................................... 14
- **Appendix B: References** ............................................................................................................................................................ 15
- **Appendix C: Contributors** ......................................................................................................................................................... 16
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 ongoing 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

<table>
<thead>
<tr>
<th>Goal 1: Leadership</th>
<th>All leaders fully leverage technology within their leadership roles and areas of responsibilities to strengthen teaching, learning, and operations.</th>
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</thead>
<tbody>
<tr>
<td>Goal 2: Teaching</td>
<td>All learners are supported by educators who fully integrate technology into their instruction to connect learners to experiences that empower and inspire.</td>
</tr>
<tr>
<td>Goal 3: Learning</td>
<td>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.</td>
</tr>
<tr>
<td>Goal 4: Assessment</td>
<td>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.</td>
</tr>
<tr>
<td>Goal 5: Outreach</td>
<td>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.</td>
</tr>
<tr>
<td>Goal 6: Infrastructure</td>
<td>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.</td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Key Measures</th>
<th>Coordinating Departments</th>
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</thead>
<tbody>
<tr>
<td><strong>Change Management and Instructional Shift</strong></td>
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<tr>
<td>Embed strategies from the Integrated Technology Plan (ITP) into the Annual Operating Plan, department plans, and school improvement plans.</td>
<td>Goals and strategies appear in the Annual Operating Plan, department plans, and school improvement plans along with review of evidence of implementation and impact</td>
<td>Cabinet, Department Heads, Building Leadership</td>
</tr>
<tr>
<td>Implement change management strategies related to the transformational uses of technology across all stakeholder groups.</td>
<td>Usage statistics of devices, platforms, and software Student achievement indicators (disciplinary rates, dropout rate, assessment scores) Student engagement survey</td>
<td>Cabinet, Department Heads, Building Leadership</td>
</tr>
<tr>
<td>Promote a culture of innovation in supporting learning that encourages experimentation and professional growth.</td>
<td>Protocols and resource parameters developed allowing staff to propose action research ideas Danielson and AWSP frameworks</td>
<td>Cabinet, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Completed review of district and building instructional tools Usage statistics</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services, Operational Department Heads, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Number of applications reviewed following procedures and policies</td>
<td>Cabinet, Extended Cabinet, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>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</td>
<td>Cabinet, Extended Cabinet, Operational Department Heads, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Verification that planned use of adopted curriculum and operational systems align with technical and instructional support resources</td>
<td>Cabinet, Extended Cabinet, Operational Department Heads, Learning &amp; Information Technology Services, Curriculum, Assessment and Special Programs, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>Professional Learning related to Technology</td>
<td>Proficiency standards in technology adopted and embedded throughout instructional professional development</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning &amp; Information Technology Services, Building Leadership</td>
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<tr>
<td>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.</td>
<td>Number and variety of professional learning opportunities by work group</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Department Heads, Learning &amp; Information Technology Services, Technology Integration Facilitators, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Survey of staff technology proficiency levels</td>
<td>Department Heads, Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Usage statistics of digital tools</td>
<td>Department Heads, Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td><strong>Allocation of non-capital funds related to Integrated Technology Plan</strong></td>
<td>Cabinet</td>
</tr>
<tr>
<td>Secure sustainable funding streams from all funding sources for human and non-capital costs for technology initiatives including appropriate strategic community and industry partnerships.</td>
<td>Preservation of instructional and technical support beyond capital-funded implementation</td>
<td>Cabinet, Extended Cabinet, Department Heads, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>Develop funding models and plans for sustainable technology purchases while paying special attention to eliminating those resources and tasks made obsolete by technology.</td>
<td>Number and variety of strategic partnerships and their contributions to implementation of Integrated Technology Plan</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Teaching and Learning, Learning &amp; Information Technology Services</td>
</tr>
</tbody>
</table>
## 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.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Key Measures</th>
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</table>
| 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.

<table>
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<tr>
<th>Strategies</th>
<th>Key Measures</th>
<th>Coordinating Departments</th>
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<tr>
<td>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.</td>
<td>Student samples from across courses highlighting student performances and reflections Usage statistics of applications</td>
<td>Curriculum, Assessment and Special Programs, Learning &amp; Information Technology Services, Building Leadership, Technology Integration Facilitators</td>
</tr>
<tr>
<td>Demonstrate responsible use of technology through safe, respectful, and secure use of online learning environments, web-enabled collaboration, and communication networks.</td>
<td>Policies and procedures created and training provided Number of incidents where guidelines are reported as not being followed</td>
<td>Curriculum, Assessment and Special Programs, Learning &amp; Information Technology Services, Building Leadership, Technology Integration Facilitators</td>
</tr>
<tr>
<td>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.</td>
<td>Number of students engaged in program Student satisfaction survey Program effectiveness survey Certifications earned by students participating in program</td>
<td>STEM-Career and Technical Education, Learning &amp; Information Technology Services, Building Leadership</td>
</tr>
<tr>
<td>Access learning resources, classes, and training in current and emerging digital tools and applications.</td>
<td>Number of trainings and attendees regarding the use of digital tools Usage statistics for staff use of digital tools Surveys/ratings of professional learning</td>
<td>Curriculum, Assessment and Special Programs, Learning &amp; Information Technology Services, Building Leadership, Technology Integration Facilitators</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Key Measures</th>
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</thead>
<tbody>
<tr>
<td>Design and implement valid, reliable, and rigorous formative and summative digital assessments aligned to the content standards and integrating the 21st century skills.</td>
<td>Usage statistics for assessments&lt;br&gt;Number of content-specific performance tasks&lt;br&gt;Number of common assessments developed and in use&lt;br&gt;Student proficiency and growth as measured by assessments</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>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.</td>
<td>User feedback on design of data dashboards&lt;br&gt;Usage statistics of analytics tools&lt;br&gt;Number and attendance at professional development offerings</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>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.</td>
<td>Policies and procedures for student and staff data developed and implemented&lt;br&gt;Usage statistics of assessment and analytics tools</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>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.</td>
<td>Usage statistics on assessment technologies&lt;br&gt;Student proficiency and growth as measured by assessment technologies</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>Maintain inventory of supported devices for administration of practice and actual online assessments (local, state, and national).</td>
<td>Number of supported devices at each site</td>
<td>Curriculum, Assessment and Special Programs, Special Education, Learning &amp; Information Technology Services, Assessment Department</td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Strategies</th>
<th>Key Measures</th>
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</thead>
<tbody>
<tr>
<td>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.</td>
<td>Number of communication modes utilized for Integrated Technology Plan information Website analytics on Integrated Technology Plan website and its key resources</td>
<td>Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>Provide policy explanations and resource options to support families as students bring home school devices.</td>
<td>Number of communication modes used for policy information</td>
<td>Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Analytics for online training resources Number of trainings offered and variety of attendees</td>
<td>Communications, Learning and Information Services, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Number and variety of participants providing feedback Number of responses to surveys</td>
<td>Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Number of events, event attendance, and survey returns</td>
<td>Cabinet, Communications, Learning and Information Technology Services, Teaching and Learning, Building Leadership</td>
</tr>
<tr>
<td>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.</td>
<td>Number of homes connected using district-provided service, number of strategic partnerships to expand Wi-Fi access</td>
<td>Cabinet, Learning &amp; Information Technology Services</td>
</tr>
<tr>
<td>Engage a wide range of stakeholders to evaluate innovative technologies that can transform student learning.</td>
<td>Number of events and event attendance</td>
<td>Cabinet, Communications, Curriculum, Assessment, and Special Programs, Special Education, Learning &amp; Information Technology Services</td>
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### Goal 6: Infrastructure

#### National Education Technology Plan 2016:

Learning, teaching, and assessment enabled by technology require a robust infrastructure. Key elements 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.

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


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
Jeff Moore, Executive Director Finance
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

**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 Neuvana, Community member
Jennifer Ozbun, Parent and Teacher, Everett High School
Callie Penny, Student Sequoia High
Sarah Pewitt, Parent and District Facilitator
Mary Helen Pierce, Director of Maintenance and Operations
Darwin Schweitzer, Community member
Tracy Stavang, Teacher, Heatherwood Middle School
Stacy Stephens, Teacher Librarian, Gateway Middle School
Darcy Walker, Construction Manager Facilities and Planning

**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