Technology Planning Committee Meeting
November 5, 2013

Facilitator: Ron Brown
Attendees: Ray Birks, Tina Nicpan-Brown, David Yancy, Amy Lewis, Scott Feil, Aaron Hansen, Deb Lewin

Welcome
All committee members were welcomed to the meeting and the afternoon's agenda was reviewed.

Purpose
- To put emphasis back on planning.
- To determine how to keep the momentum going on smaller projects until a funding levy or proposal is approved.
- To get plans in place that are similar to the pilot projects from 12-14.
- Examine:
    - What if the state came through for funding for basic technology for kids? What would that look like?
    - What about a levy? How would that look?
- Currently our focus is getting voter approval on the school bond in February 2014.
- Please refer to our public facing website for information regarding our planning documents.

Review of our Norms
These are our agreed-upon working code of conduct.

- Don't take things personally.
- Stay focused on what is best for students & the task at hand & best practice.
- Open and honest communication (What happens in Vegas stays in Vegas); ok to be devil's advocate; ok to challenge.
- All/Any questions are valid.
- Listen to others (no cellphones, side conversations, etc).
- On time (Start, End, Breaks, etc).
- Do your homework.
- Spread work evenly.
- Respect each other's ideas.
- Bring device to access notes and files.

Review Mission, Vision, and Desired Outcomes
I want to re-point our committee members to what we are as a mission.
- It still aligns nicely with what we want for kids
- What we want to see from using technology in our system.
- Our Mission, Vision documents should be reviewed.
- These are not static documents; If we shift or change, we can change them.

Mission:
Through the use of technology, Wenatchee School District strengthens student learning and fosters creativity, collaboration, and communication beyond the classrooms.

Vision:

Students will be engaged in a stimulating academic environment with challenging student-centered experiences that result in creative expression, global communication, and meaningful collaboration that will prepare them to excel in a technology-rich, global environment.

- *We accomplish this by shifting the instructional practices of teachers to consistently and effectively integrate technology into their instructional practices.*

- *We support staff with timely professional development that connects technology with learning, as well as provide ready access to a full range of state of the art tools.*

Plan Objectives (Desired Outcomes)

- *To meet the curricular needs of all learners.*
    - *To provide electronic access to curriculum.*
- *To provide professional development that connects technology with learning, as well as provides ready access to a full range of state of the art tools.*

- *To improve instructional practices of teachers in order to effectively integrate technology.*
- *To teach critical thinking skills and foster creativity.*
- *To provide global access to information.*
- *To provide a medium for expression and communication.*
- *To provide skills and proficiencies necessary for the workforce.*
- *To improve the effectiveness of administrative tasks.*

- *To collect, assess, and share performance information.*
    - *using data to drive instruction.*

C. *Our vision statement is redundant.*

C. *I am curious about the phrase,* "meet the curricular needs of all learners." *Are we meeting that with the PILOT?*

A. We've had two PILOTs; the first program was in the Fall of last year in Ray Birks' & Mark Woolsey's classroom. We just handed them out, knowing that we and the students had a learning curve, but we saw qualitatively instant engagement, which has not changed with the new set of this year's students. Student engagement was one of the goals with our instructional framework. In terms of meeting the curricular needs of all learners, I can share that OMS is a shining example. The SpEd students are included with learning, especially in the iPad classrooms. There are 8 or 9 SpEd students with 20 regular students and we are meeting their differentiated needs. I observed another classroom today and you can not differentiate between SpEd students and regular students at first glance; we are able to meet their educational levels where they are with the device. An example is the way math is used by Kahn Academy and CK-12. Students come in to the classroom, and they have a math target to reach as a group,

but the students each approach that target the best way it suits them individually, traditional or non-traditionally, from different levels. Without the device it would be impossible to do this. It is fun to watch the students' engagement. Are the scores getting better? It is really about the teacher and the instruction - hopefully the scores will take care of themselves; that is an outcome of better engagement, and meeting students' needs. These students are more connected.

C. *What concerns me as a board member is that we are not including a statement about scores. A statement that there will be some improvement in things that we do measure. There needs to be a correlation on those successes or not.*

A. We have it as a goal with our PILOT, but not on our outcomes. We need to address this as we meet and plan.

C. *The challenge is to associate improvement in test scores to this plan.*

C. *If you don't say what it is you want to achieve and you arrive there accidentally, you can say, "lucky for us." But if you are firm on your goal, you'll get to it. You do things that align you to your goal. If our goal is stated other places but not in our plan, then we're off course, off focus.*

Q. *These are the objectives for the committee, but are there other objectives for the PILOT program?*

A. Yes, if you meet all the plan objectives, organically the scores should improve. We stayed away from including test scores in our plan objectives because at the time we didn't know if we could correlate the technology with the scores. There are so many other factors that go along with technology in the classroom. We were collecting math and reading scores, and we will still look at those this year. There should be a by-product of the technology. But we can add this if the group feels it is necessary.

C. *We looked at the* WSD & Cohorts Test Scores and Demographics Report *at our Board meeting last night, which lists scores related to the district, other districts, and state. Why didn't we see more blue fields?* (note: scores blocked out in blue signify top scores in relation to others) *We're doing lots of great stuff, but we're not focusing our efforts on where we need to be. If we have the best readers in the state, the test scores should reflect that. If we say 'we are going to create the best readers in the state,' our goals should reflect that. Let's not avoid it because we are afraid of talking about test scores.*

A. Our intention was not to avoid the subject of test scores when we talked about this a year ago; just correlating it to our technology would be tough. Last year we had a small footprint with only two teachers. This year the one true footprint would be OMS, because there they have team of teachers with devices, and students who use them all day in all classes with their devices. They have a unique schedule plan and teaming that allows that to happen. We will absolutely look at the MAP data, compared to last year, fall to spring, and see what students did accomplish over the course of a year. We have three PILOTs going this year at FMS, OMS and PIO. PIO is different from the other two with 30 students in a cohort, and their Math, Core and Science all using the device. We also have two elementary schools still participating, which are more like islands within their own building, although they have them all day.

C. *After spending time with Mark Woolsey, I realize that there is minimal time you need to transition kids from one topic to another because they are not getting papers, books, supplies, etc. Transition time has been reduced, but instruction time has grown. I didn't realize how much instruction time I lost before. Since I've been using technology, we gain 15 minutes a day in instruction time. This has affected our data in a very positive way.*

A. I'm glad we have gone slowly over the last two years; by going faster we might have made bigger mistakes. We are just now at the point where we are not going to be able to support our programs if we expand further. If we add more technology, we can't support it with modeling, coaching, operational, or training. Beyond this year it will have to be equipment, PE time and personnel. There's only so many hours in a day for people to get things done, and we have been really efficient. We are light-years ahead of people and other places, in terms of what we want to do, what we have done and what we're planning on doing. We can not get bigger without more people, and this is where it gets expensive. How can we keep it going without our program getting really expensive?

Q. *What activity has been associated with the Paul Allen grant?*

A. We're pushing forward with our STEM initiative. This has not dovetailed yet with our technology plan.

Q. *What did we receive with that grant? What were the steps?*

A. We received $100,000, for planning and initial implementation. We have collaborative and interdisciplinary projects at K-12, and we have not incorporated the personal devices in that yet.

Q. *Is there another tier to the grant?*

A. No, we could have qualified for $750,000, but they are in a wait-and-see mode to discern what WSD does with the initial $100,000 grant. There is money we could apply for and we will be in better shape if we do well with the initial award.

Q. *What is the criteria for that grant?*

A. The criteria is a highly impactful K-12 that improves STEM, K-5 field experiences, 6-8 interdisciplinary programs, and 9-12 collaborative programs. We are going to start a new curriculum that works with our technology.

Q. *Do we have enough technology to take care of the upcoming testing?*

A. We are in good shape for that right now.

Q. *We have received complaints that computers are not available because they are used so much for testing.*

A. Labs will become testing locations, and this will be exasperated next year. A by-product of personal devices is that you can do testing on them also. A tablet device is much cheaper than the laptops or computer. We are planning on using the personal devices to accommodate testing and to have the students complete the tests in class so they don't need another place to go, such as the computer lab. In order to do this, each student has to have a physical keyboard and a minimum 9" screen, which means we will be purchasing a lot of keyboards for the iPads.

- There are a couple of objectives in our strategic plan that drive from technology.
- Use the best tools and resources to advance learning.
- Personal technology devices for learners.
- Blended learning environments
- The right tools and resources for staff.
- Facilities that support optimal learning.
- For 2013-2014 we have to keep it going, and we need to determine how to fund it.

Q. *You are working with our curriculum director on options that may be financially sound yet meet our goals?*

A. Yes, I have been working extensively to seek open source opportunities, to be smart, and plan well. We are in an odd spot with common core reading and math, and we will eventually have to adopt a math and science curriculum that is more STEM related, etc. How would it look like with devices using open source? Our state is looking at that too, open educational resources that would support learning and teaching, to see if it meets the needs and standards we require, will provide us with the information for us to leverage. One example is Khan Academy.

Q. *Is Khan Academy focused toward the individual?*

A. Khan Academy can go granular or be used by the whole group or anywhere in between. Go into Ray Birks' room and see what his students are doing or visit the math class at OMS. You will see 30 students come in, half will login to Khan Academy, half will have mastered their skill already and will have moved on to something else. They are all working, including the SpEd and ESL students, and are all highly motivated to do math. Ray Birks uses QuickMath. His students play it; the goal of that app is to do math fast, and write the answer with your finger or stylus. The students fight to do math even though it is the same math problems we have been doing but this way is loads more engaging for students. This year, we need to develop a plan of action, and find out how to keep the momentum going. We have to push technology up to the high school and down to lower grades, to continue to support the plans we have in place, and determine how this will look over the next couple years.

Future Plans

At the end of the year we might need two or three separate plans:

- A phase-in plan for professional development, support, staff, students and classrooms.
- A phase-in plan plus a technology levy 6-year plan.
- A phase-in plan plus technology levy 4-year plan.
- If our bond passes in February 2014, then we can move ahead with our options.
    - We definitely need a slow roll-out plan, and know how we are going to execute it.
- Bob Celebreeze, the WHS Principal, expressed interest in doing something at the high school.
    - At some point we've got to think about something more akin to the secondary level.

Q. *Does Khan go through the higher math?*

A. Khan Academy goes all the way through advanced statistics. It is K-20. There are a lot of open

source resources; the longer we wait the more things bubble up. One of our PILOT targets went on maternity leave, which left us with a class of low performers who were disenfranchised, but with technology we can try to get students re-engaged. We also want to be more involved in the lower grades, while continuing to support what we have in place. In the long run this will also build momentum with the community.

C. *We have the existing PILOTS that we have to maintain; the planned PILOTS that we want to include; plus the classes outside of the PILOT program.*

A. Yes, without increasing staff; we can not do more without additional people or resources. Something will have to give with equipment and software to allow for increases on the support side. This has not been in our previous technology planning. We haven't added personnel, but tried to do with what we've had.

- I will communicate with everyone on the team.
    - Be aware that some personnel have switched roles
- I want a re-commitment from committee participants to keep working on and moving forward with our technology plans.
    - We need to put the PILOT back in front of people, along with research and reading achievement.
    - Determine where other school districts and the state is going with the technology in the classroom.
- What is the current thinking on the type of device?
    - We chose a certain tablet for the elementary and middle, but is there a better solution for the high school? Laptops?
    - Bob Celebreeze would like to give every student a laptop.
- Read up on Morrisville, NC school district.
    - They took a 5,000 student district 1:1 and test scores have doubled since their plan's implementation.
    - They went with laptops, grades 3 through 12, and did not request any funding from taxpayers, but financed it all by reallocation of their budget.
- Next year, WHS is going to have to run 700 students through an online test.
    - The computer labs that were once learning environments now could be solely used for tests.
- The state is giving funding for technology.
    - To do this they cut nearly all of the state's technology department, leaving only one staff member.
    - They also cut all ESD funding for technology.
- We need to keep pushing forward.
    - Continue to gather and research information.
    - Make sure that our mission and vision is still what we want.
        - Should we have a slow trickle plan?
        - Should we have a slow trickle plan with money?
        - How does our plan fold in with STEM, Learning & Teaching? Prioritization & Reallocation?

PILOT Overview - Ray Birks

"I thought that last year was one big Christmas party for me all year long. The students were excited, engaged, and it did reflect in our scores. It certainly reflected in our NWEA and math scores. Compared to PIO and OMS, our scores were higher and up almost 8%. Even our math scores saw a jump into the 50s while other schools were in the 30s. I wanted the students to have a measure of progress, and I was happy to see that.

"This year I have been getting the students up to operating speed with our technology, and now the ball is rolling. The students get into the routine, learn how to use the device, and by doing so you attract the students who normally would get lost in the shuffle. They are focused. Having that tactile thing in front of them really focuses their attention. The devices also have a built-in engagement with the high flyer students too. I come into the classroom every day and I know I've got the students' attention. This has taken a lot of the burden off of me, and the mini-headaches that normally would take up so much time are just gone. My class was behind for a bit the first few weeks of school, but now we have caught up to the other teachers in my building and are cruising along at the same pace.

"I do have to take some time to get things ready for next day, but since everything is digital rather than paper, I am more efficient. I am also learning to do things in a different way. Part of our mission was to meet the curricular needs of all learners; we do that. There are so many ways for students to present what they have learned. Can I make a movie? Yes. A Keynote? Yes. There are many different ways to get the same thing done. Using the technology opens up a huge engagement level, and students are no longer confined to doing things in one specific way."

C. *I have 7th graders, and some of my students were in Ray Birks' class last year. This group of incoming 7th graders are the highest performing students that I've seen in the last 7 years being in this school district. We had to change our curriculum in order to meet their skill level. There is definitely a correlation.*

Q. *Do you have iPads in your classroom?*

C. *I have 10 iPads that I share with three other teachers, and they are used a supplemental tool.*

Q. *Do you have growth data?*

A. Yes, but we haven't published it yet. We are examining last year's growth.

C. (Ray Birks) *My classroom is typically the lower scored kids, but last year my kids scored even with the other classes.*

C. *That is what we want; we want is every student to progress.*

A. Those students grew more last year than other students without the devices. It is more than just using the device. It is part the change in teaching strategies since using the iPads has allowed instructors to teach differently.

C. (Ray Birks) *There are so many way to teach differently with the device, to be more streamlined.*

C. *The reality is that many students have access to devices at home, and using this technology is not new to many of them*.

Some final thoughts….

- Tonight's goal was to reconvene our committee and to lay things out.
- By next March, we should have a plan on the table to take to the school board.
    - Must be the committee's voice.
    - Keep in mind the 2014-2015 PILOT and what we need to do to keep this project going.
- You can expect from me:
    - The minutes from today's meeting plus any notes.
    - Calendar updates and reading lists in Moodle and Google homework.
    - We will Doodle a meeting in December and for the rest of the year.
        - Plan on a meeting each in January, February, two meetings in March, one in April, and one in May.
    - Assignment before our December meeting:
        - Read our current policies, plans and research what is being developed in other school districts and other places.
        - Be prepared to participate in some productive brainstorming.
        - Schedule some tours in the 1:1 classrooms.
- Remember to timesheet your time.

Q. *Are we revising our current plan or starting from ground up?*

A. Yes to both. Our plan is worthy to review and we need to decide if it is still satisfactory or if we need a new plan.