BAINBRIDGE ISLAND SCHOOL DISTRICT NO. 303
Educational Programs & Innovation Committee
Meeting Minutes

Date: April 18, 2013

Place: Board Room – Commodore Campus

Time: 12:30 – 4:15 PM

Welcome/Review of March 7th Minutes
Superintendent Faith Chapel welcomed the committee members and asked them to review the minutes from the March 7th meeting. A few minor edits were suggested, which will be incorporated into the final version to be posted on the district's website.

Ms Chapel talked about the tasks for the meeting, noting the small group discussion regarding process that took place at the end of the last meeting. Finalizing the work on district process to support innovation, included the processes and procedures, was one goal for this afternoon. The committee will also hear from the subcommittee working on elementary world language, as well as continued discussion around differentiation. Ms. Chapel noted by the end of the last meeting, there should be some recommendations to be taken to the school board, as well as a final version of the processes and procedures to support innovative projects.

Procedures for Pilot Projects/Option Programs
Associated Superintendent Julie Goldsmith presented the edits made to the Improvement and Innovations Planning Guide since getting feedback from the last meeting. One change was to place the word "source" over the *District or School Change Process* and *Individual/School/Community Process* boxes. The items in these two process boxes were also bulleted and left-justified. The guide's "process" circle (identify/assess needs, plan and pilot (if needed), evaluate, implement) now has only one directional arrow pointing down to the three "scale" groupings. The group briefly talked about the approval process related to the small scale, medium scale and large scale process guidelines. Committee members asked if building principals had provided input in this process, and it was noted they had offered feedback. Ms. Goldsmith noted that such things as new course proposals already have a district process in place, and she used as an example, a tentative proposal from Woodward for an achievement class. New course proposals are required to go through the board approval process. The question was posed if there was a place in this new process that would include the reinstatement of a program that might have been lost to budget reductions; the example of an early intervention program was given. Ms. Goldsmith's opinion was that kind of program would fit with these processes, because it is really about improvement and innovation. The group talked about how the outbound communication about programs and innovations would work.

Ms. Chapel lead the committee though a review of the small group feedback and notes related to the area of the procedures that small group discussed. The small group reviewing the guiding principles discussed what should be in the guiding principles and they felt #1, 2 & 3 actually belonged in an intro as they read like a belief system or as a background. The group also had a

question about #7 might be deleted, as it seemed more part of the process (scale). The group crafted a number of statements that might be more appropriate as guiding principles or key elements as follows: 1) A core value of the Bainbridge Island School District is its commitment to continuous improvement and its support for innovative practices and programs that will improve student learning. 2) The innovative project/program must be aligned with district mission, vision, guiding principles. 3) The innovative project/program should be focused on improving student learning/classroom instruction. 4) Proposals for innovative projects or programs must address: a) Evaluation: How the student learning outcomes will be evaluated (including evaluation criteria); b) Sustainability: How the project or program will be funded (start-up costs, costs for maintaining the program; How the project or program will be staffed. c) Collaboration: How the innovator(s) will share their ideas with colleagues; d) Potential impact: How the project or program could be replicated or expanded. Ms. Goldsmith noted number 4 of the suggestions could be more of a process rather than a guiding principle. Committee members commented the first three of these suggestions were more the guiding principles, with the other suggestions more the "how to's" and could be separated out.

The next small group worked on the Piloting Process; Why Pilot? section of the draft procedures document. They got to the definition of a pilot, and the bullet points for the *why pilot* portion. It was noted they still had a bit of work to do. The third group started review of the large-scale *programs* portion of the document, and still needed to continue that work. Ms. Chapel asked committee members to form those groups again and continue their discussions.

At the conclusion of the small group work, Ms. Chapel called the whole committee back together to share their ideas and suggestions. Ms. Goldsmith noted the previous iteration of the process document had been more focused on options programs. In order to make it more consistent with the small scale, medium scale, large scale concept, instead of using the term "option program proposal process," the term large scale proposal process will be used, and all the "options" references will be removed. Other minor edits were suggested, but the substantive change is in the replacement of the term "options" with the term "large scale proposal process." This group also discussed the definitions section and will bring minor edits to that section to the next meeting. There was a brief discussion about difference between small scale pilots that grow into a large scale programs and clarifying the process used to move that pilot forward.

The small group that reviewed the piloting process noted edits under the *why pilot* segment. This group added an additional sentence that underscored a pilot should not just tried but refined before a larger adoption is implemented. Then the following sentences become bullets under this new point: Assess true performance of design and/or solution; identify implementation and determine viability of the whole or parts; learn from successes or mistakes. Under #2 – The proposal needs to include – it was suggested the cost of the pilot/innovation (e) be estimated. There was also conversation about item h. communication plan. An edit suggested for this item was the addition of "appropriate to the pilot's scale." This group suggested #3 – On-going Accountability and Assessment of Innovations is just the next step in the process and they suggested this item be eliminated. The group also had an unfinished conversation about the need and importance of timelines related to the process.

The small group reviewing the guiding principles ended up with five, the first one of which reads *A core value of the Bainbridge Island School District is its commitment to continuous improvement and its support for innovative practices and programs*. The second is: *The innovative project/program must be aligned with district mission, vision, guiding principles.* Number three states: *The innovative project/program should be focused on improving or enriching student learning/classroom instruction.* The fourth bullet was suggested as: *Innovative projects and programs must have clearly stated goals and criteria for assessing effectiveness.* The fifth bullet was suggested as: Proposals for innovative projects must address desired outcomes, and short-term and long-term implications.

Elementary World Language Subcommittee Update

Ms. Goldsmith distributed the minutes from the Foreign Language in the Elementary Schools (FLES) Task Force meeting held April 16, 2013. Committee members include parents, teachers, district administrators, and school board representatives. The committee's first activity was to do a "force field analysis" which examines the forces compelling the move forward, and what forces are things that need to be addressed. As the analysis unfolded, there were a number of "Ah Ha" moments with a few examples as follows: a) need to create a vision for FLES in the district; b) build momentum with the community and timing for the program – currently lots of interest; c) clear milestones/benchmarks – clear communication and updates; d) availability of teachers; and e) how will configuration committee recommendations impact FLES. The committee has also reviewed research and the recent survey of parents, and plan a half-day work session on April 29th.

Differentiation – Current Status & Strategies for Supporting Differentiation

Ms. Chapel shared the discussion notes from the differentiation subgroup work on March 7th. There were four main topics raised during the discussion: Differentiation Definition; Purpose of Differentiation; Strategies for Differentiation; and Strategies for Supporting Teachers with Differentiation. Regarding the definition of differentiation, the subgroup supported the need of r a common definition and like most elements of the 3-colum document by Barbara Bray (previously shared with the EPI Committee) "Personalization vs. Differentiation vs. Individualization." The purpose of differentiation was noted as matching instruction to the different instructional needs of students, which can vary in skill level, ability, social/emotional needs, and in interests. The strategies for differentiation involved teachers creating different types of groups depending on the subject or purpose of the lesion. Finally, the strategies for supporting teachers with differentiation were highlighted.

Blended Learning – Randi Ivancich

Director of Technology and Assessment Randi Ivancich provided an overview of the blended learning to the committee. To begin, Ms. Ivancich explained the difference between a disruptive innovation and a sustaining innovation. Online learning was used as an example of a disruptive innovation that is an opportunity created by technology. Technology can provide access to information anywhere, anytime, personalized learning opportunities, and timely feedback on assessment to monitor and adjust learning and instruction process. The quality of the online curriculum is evolving and improving. Ms. Ivancich described blended learning as a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and pace. The

advantages for students were explained, as were the advantages for teaching staff and school districts. The four models of blended learning include the rotation model, flex model, self-blend model, and enriched-virtual mode. Details for each of the blended learning models were provided. Ms. Ivancich talked about the technology used to support learning, as well as the District technology support systems currently in place. At the conclusion of the presentation, Ms. Ivancich provided links to resources such as the Blended Learning Toolkit, Innosight Institute, and "Infomercial" from Knewton.

Plans for May 9th Meeting

Ms. Chapel talked about the two top priorities identified by the committee – elementary world language and differentiation. In addition to finalizing the process and procedures document, these two topics have been the focus of the committee meetings. At the May 9th meeting, the committee will discuss the recommendations to move forward, and what are the next steps for the school district. The subcommittee working on elementary world languages was noted. Regarding differentiation, Ms. Chapel encouraged committee members to think about the strategies they discussed. She noted Ms. Goldsmith will be discussing differentiation with math teachers at an upcoming meeting. There needs to be additional discussion regarding professional development for teachers, and technology to support differentiation. Ms. Chapel also talked about the district budget and the deliberations of the state legislature. She noted the goal over time was to fully fund district staffing and free up the foundation to focus more on innovation. It was also noted there would be a board study session on technology prior to the May 9th school board meeting.

Next Meeting:
May 9