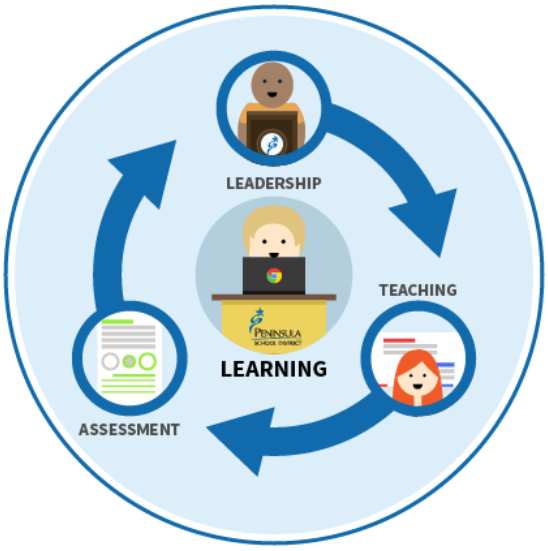
PENINSULA
SCHOOL DISTRICT

2016-2021
Peninsula Educational Technology Plan

Contents

Introduction

The Peninsula School District recognizes that technology can transform learning when implemented thoughtfully. Technology can serve as the equalizer when considering collaboration, equity, achievement, and learning. The following Technology Plan creates the cohesive vision that all stakeholders can follow in order to ensure that the technology tools implemented meet the needs of our diverse learners. Also detailed in this plan are the steps that the district will take to implement the plan and a detailed summary of the budgetary needs for 2016 through 2021.



Learning takes place when three cohesive components work together towards a shared vision. One piece is leadership. The leadership sets the vision for the district and has a deep understanding of what effective technology integration looks like. **Leadership** is responsible for educating the teaching staff on the vision so that they can put it into practice. **Teaching** is the next step and one of the most influential components is this process. The classroom teacher has the unique ability of exposing the students to the technology and igniting their passion for learning. **Assessment** is the final step in ensuring that the learning takes place. With assessment we can understand where our students are, where they should be, and how we get them to that end result. This is a constantly evolving and flowing process. It is imperative that each piece of the process is in place so that the end goal can be achieved, student learning.

We believe that technology can transform a learning experience when purposefully and intentionally incorporated into the established curriculum. We also understand that the world of technology is constantly changing. As technology changes we recognize that the role of the educator is changing. In order to be current with educational technology research, standards, and strategies, all educators should be seeking new knowledge along with their students. This shared vision will help to implement broad changes throughout the district.

The Peninsula School District as well as the rest of the United States has made substantial progress in leveraging technology to inspire learning.

- Technology is no longer thought of as a stand alone subject. Technology has been woven into the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.[1]
- We no longer consider *whether* technology should be used in the curriculum but rather *how* can we ensure that students are being exposed to high-quality instruction.[2]
- The cost of student devices continues to drop which allows us to purchase more and more devices each year.
- Every classroom in every school has access to high speed wireless internet.
- As students have more access to devices, teachers have the ability to differentiate instruction for active learners. Blended learning gives students the ability to learn partially through online learning, with some element of student control over time, place, path, and/or pace.[3]
- The adoption of digital curriculum continues to grow. More and more of our district adopted curriculum and resources are available online and from any device.
- As technology advances, the physical learning space has evolved to foster new and expanded relationships between learners, educators, peers, and mentors.

While the work that has been accomplished inspires us, we have to realize that more must be done. The work ahead includes:

- Closing the digital use divide gap. As an institution, we need to ensure that students are using technology to transform their learning rather than doing the same activities in digital form.
- Establishing a foundation that will support learners as they use technology outside of our school walls.
- Focusing on providing professional development to all stakeholders including administrators, teachers, and students.
- Integrating pieces of digital citizenship and technology literacy into all areas of the curriculum. Aspire to make our students the best digitally literate citizens that we can.
- Providing learning devices to all students throughout our district that enables amazing learning opportunities throughout their learning processes
- Ensuring that all students throughout our district have the access they need to the resources they must have to be successful in their learning.
- Protecting the privacy and security of our students data and safely secure all private information on all students.

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[1] State of Washington Office of Superintendent of Public Instruction. *Common core state standards for english language arts & literacy in history/social studies, science, and technical subjects*. Retrieved from http://www.k12.wa.us/ELA/pubdocs/ELA_Standards.pdf.

[2] American Association of School Administrators, Consortium for School Networking, and National School Board Association. *Leading the digital leap*. Retrieved from leaddigtalleap.org.

[3] Clayton Christensen Institute for Disruptive Innovation. *Blended learning definitions*. Retrieved from http://www.christenseninstitute.org/blended-learning-definitions-and-models/.

As you progress through this educational technology plan, you will see a plan that focuses on: one-to-one devices for every student grades 3-12; greatly expanded professional development across all staff including administrators; substantial increases in our work on digital citizenship and tech literacy; and a solid, sustainable and expandable infrastructure. The plan is also directly tied to the PSD Board-adopted strategic plan as you will see via the goals of each of the following sections. We encourage you to think about ways you may be able to improve learning by implementing technology and also engage in conversations within your buildings to foster an expanded level of knowledge that can broaden opportunities for students to experience their learning.

Learning

GOAL: All learners will have active learning experiences that will prepare them to extend their personal abilities and productivity in our globally connected society.

Corresponding PSD Strategic Plan Goal: Optimize learning for each student through rigorous, engaging and varied opportunities.

Objective 1: Improve achievement for all students through an articulated and challenging curriculum that is aligned with standards.

Objective 2: Ensure that all students receive effective, research-based instruction.

Advances in technology have dramatically changed the expectations for the global workforce. In order to compete globally our students must have critical thinking skills, complex problem solving abilities, and be able to collaborate. In addition, learners must have the ability to develop a sense of agency. This means that the learners are instilled with the belief that they are the owners of the learning and have the opportunity to make meaningful choices about their learning. As educators, our classrooms must provide these opportunities to all learners.

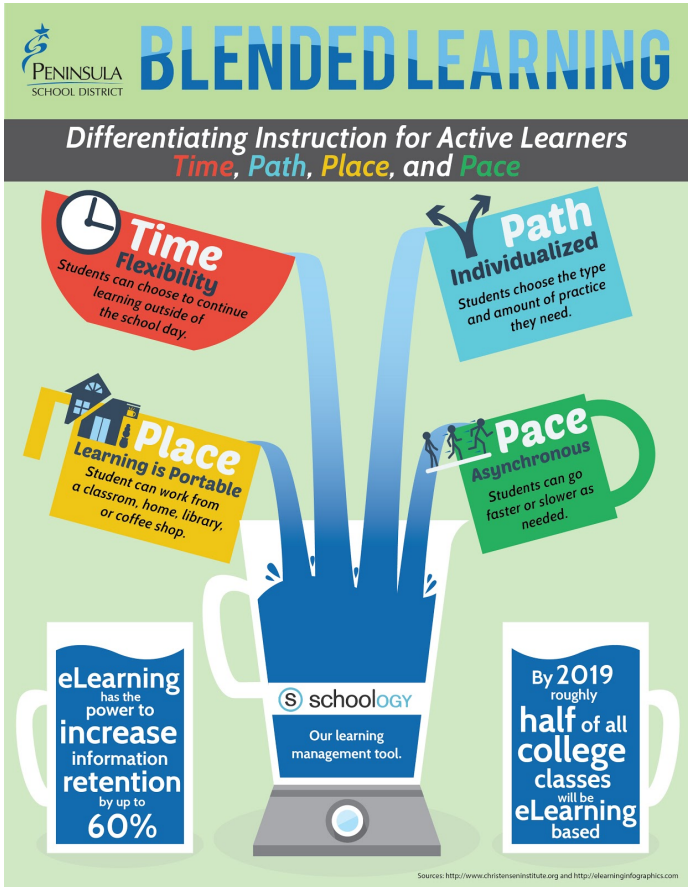
With technology advances comes advances in how our curriculum is delivered. Our classrooms are equipped with high-speed wireless Internet, curriculum is constantly moving to web-based resources, and access to student devices continues to grow. This means that our students have access to the learning no matter where they are physically located and from any device. As this accessibility grows, the curriculum and delivery method must also change. Educators have the responsibility to foster the learning that will help make each and every student achieve to their highest ability.

Learning Opportunities

Changes in technology make learning more relevant and personalized. As technology progresses, the world around us gets smaller and more accessible. Assigned projects can now be based on real-world events and issues. When a project is assigned on United States government, the student can go on a digital field trip, connect with policy makers via social media, interview a government official via Google Hangout, and share their knowledge via video on YouTube. Accessibility and proximity make learning meaningful and engaging.

With the greater access to technology, educators have the responsibility to ensure that learning is personalized. This means that the instruction is based on the individual needs of the learner allowing the pace of learning and instructional support to vary as appropriate.[4] In other words, the learning objectives, instruction, and content varies based on the individual needs of the learners.

Personalized learning allows for blended learning opportunities. Blended learning refers to the ability to leverage the technology tools available to create more personalized learning experiences with increased student control over time, place, path, and/or pace.[5] Teachers can incorporate the blended learning model into their classrooms in a variety of ways. One tool available to all teachers is Schoology. Schoology, the Peninsula School District's learning management system, allows teachers to post resources, quizzes, discussion groups, and assignments to students in a collaborative web-based format. The flexibility and ease of use makes learning personalized, relevant, and engaging.



[4] DiCerbro, K. (2015). *Learners, teachers, and technology: Personalization in 2015 and beyond*. Retrieved from http://www.wired.com/insights/2015/01/learners-teachers-and-technology-personalization-in-2015-and-beyond/.

[5] Clayton Christensen Institute for Disruptive Innovation. *What is blended learning?* Retrieved from http://www.christenseninstitute.org/blended-learning/

Digital Citizens

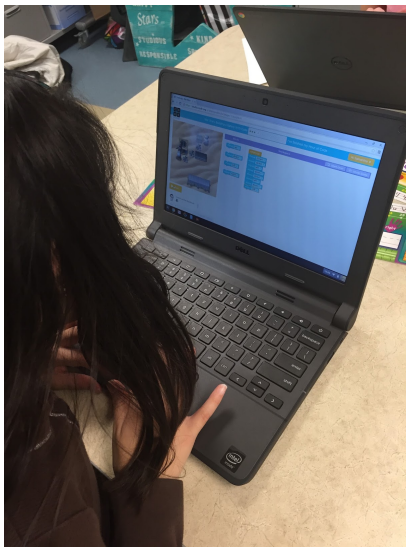
As our students work more and more in a digital space, it becomes ever more necessary to model and explicitly teach digital citizenship. Ensuring that students understand how to wisely use technology and navigate media is an essential skill for our learners to be productive in life and learning.[6] Digital citizenship should be explicitly taught using the resources found on Common Sense Media, the Digital Citizenship Survival Kit, the Google Digital Literacy and Citizenship Curriculum, among others. Safe online behavior should be part of the daily classroom discussion, ensuring that the communication line between educators and learners is open. The goal of the educator is to teach the learner how to use technology in a meaningful, productive, respectful, and safe manner whether it is in their school life or personal life.

The classroom is not the only place where digital citizenship should be discussed and modeled. It is important for the community and parents to get involved and educated in this discussion. Schools should provide families with resources and strategies to discuss digital citizenship at home. This may be a tip in a monthly newsletter, web-based resources sent home to parents, and/or family information nights. Creating a common language and common expectation whether it be at school, home, or in the community will prepare the learner to navigate the ever changing online world that we now live in.

Ignite Learning

Technology has the unique ability of serving as the equalizer to help meet the needs of diverse learners. While helping to close the achievement gap, technology can ignite a passion that would otherwise not be found. The following are five ways that technology can transform learning.

1. **Technology can make learning more engaging and relevant.** Personalized learning opportunities can allow a student to show their understanding of the stated objectives in creative, innovative, and purposeful ways. This helps to engage the learner as well as make the learning more relevant.
2. **Technology can help to infuse the strategies of project-based learning in order for learners to show their understanding of complex content and concepts.** Project-based learning allows students to explore authentic real-life problems while meeting the standards in a variety of content areas. This experience gives the learning purpose while also allowing them to take advantage of the variety of digital tools available.

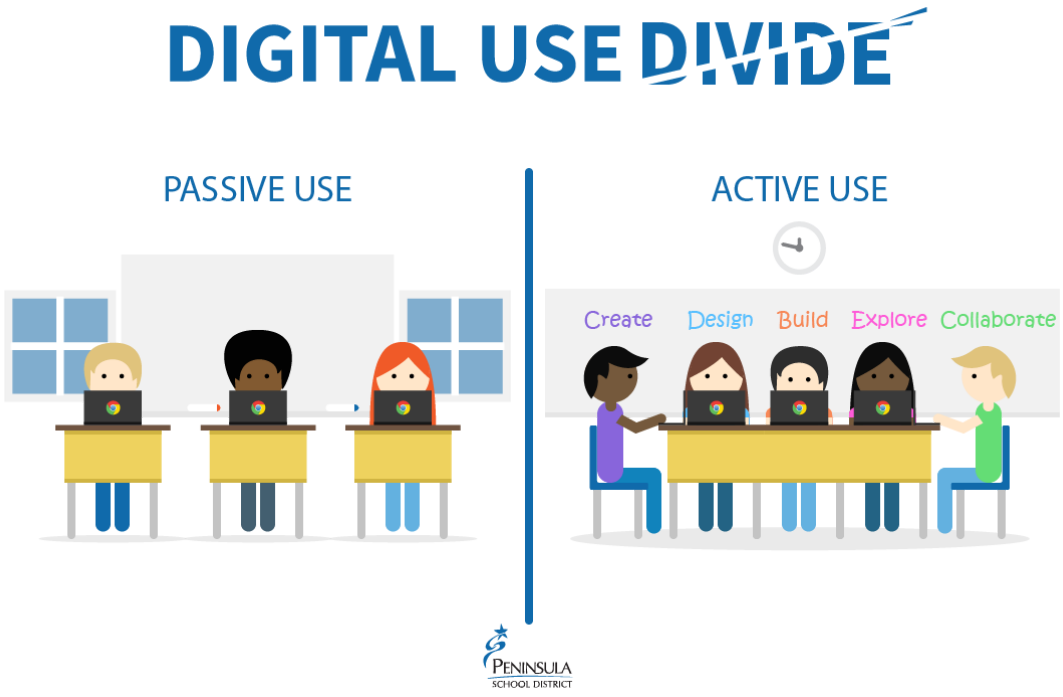


[6] Common Sense. *Our mission.* Retrieved from https://www.commonsensemedia.org/about-us/our-mission#.

3. **Technology can expand learning outside of the walls of the classroom.** This may be the most exciting aspect of evolving technology. Classrooms can connect with other classrooms teaching the same content across the district, state, or even the world. Students can take a digital field trip to explore a landmark that they are learning about. There are endless possibilities of opening the walls of the classroom up to the world at our fingertips.
4. **Technology can help learners find a passion.** Students are now exposed to more than just what is presented in the textbook. By creating personalized learning opportunities, students have the ability to explore and find passions that may not have otherwise been recognized.
5. **Technology can help to close the digital divide.** The digital divide refers to the discrepancy between those who have access to digital tools and those who do not. As technology becomes more available and at a lower cost, the digital divide will continue to close.

The Digital Use Divide

As access to digital devices becomes more prevalent and the digital divide shrinks, the new digital-use divide grows. The digital-use divide refers to the growing gap in the way in which the students use the devices for academic purposes. Rather than using the device passively (for online worksheets or simply consuming media), educators are responsible for providing students with active uses for technology integration. Students should be using technology to create, design, build, explore, and collaborate on learning opportunities that integrate into the established curriculum.



Facilitate Collaboration

Blended learning as well as other learning strategies enabled by technology allow educators to rethink the physical organization of their learning space. Classroom configuration should allow collaboration and flexibility of learners moving around the physical space. Learning spaces should be flexible to allow for whole class, small group, and one-on-one instruction. With the change of use in classroom space, educators need to continue to ask themselves if the space can be used in a different way. Ensuring that the physical space of the classroom meets the needs of the learner who is utilizing the latest in digital tools is of the greatest importance.

A teacher has the unique ability to ignite a passion for a student that may have not otherwise been found. Exposure to engaging, relevant, and global learning experiences is what our students crave. It is our responsibility to ensure that every student leaves the walls of our classrooms having critical thinking skills, complex problem solving abilities, and be able to collaborate. Using the resources that we have in the district (infrastructure), teachers can focus on creating learning experiences that will prepare students to extend their personal abilities and productivity in our globally-connected society.

Teaching

GOAL: Educators will have the support they need to effectively integrate technology into their established content curriculum in order to reach the needs of all learners.

Corresponding PSD Strategic Plan Goals: Recruit and retain a high quality workforce throughout the District.

Objective 2: Expect high performance and accountability for staff.

Objective 3: Provide coordinated and embedded professional development.

Technology opens a world of collaboration and endless opportunities that otherwise would not be present in the classroom. In order for the technology to be an effective learning tool, educators must have a clear understanding of the purpose and potential that the technology adds. Technology can no longer be thought of as a stand alone subject, but rather integrated throughout the established curriculum.

Standards drive the curriculum and technology can serve as one of the many tools that teachers and students can use to reach the standards. The Technical Services Department is working in collaboration with the Learning and Teaching Department to ensure that technology standards and skills are woven into the curriculum frameworks being developed for each content area. This work will allow teachers to see all standards in one place, thus reiterating the importance of integrating technology throughout the adopted curriculum.

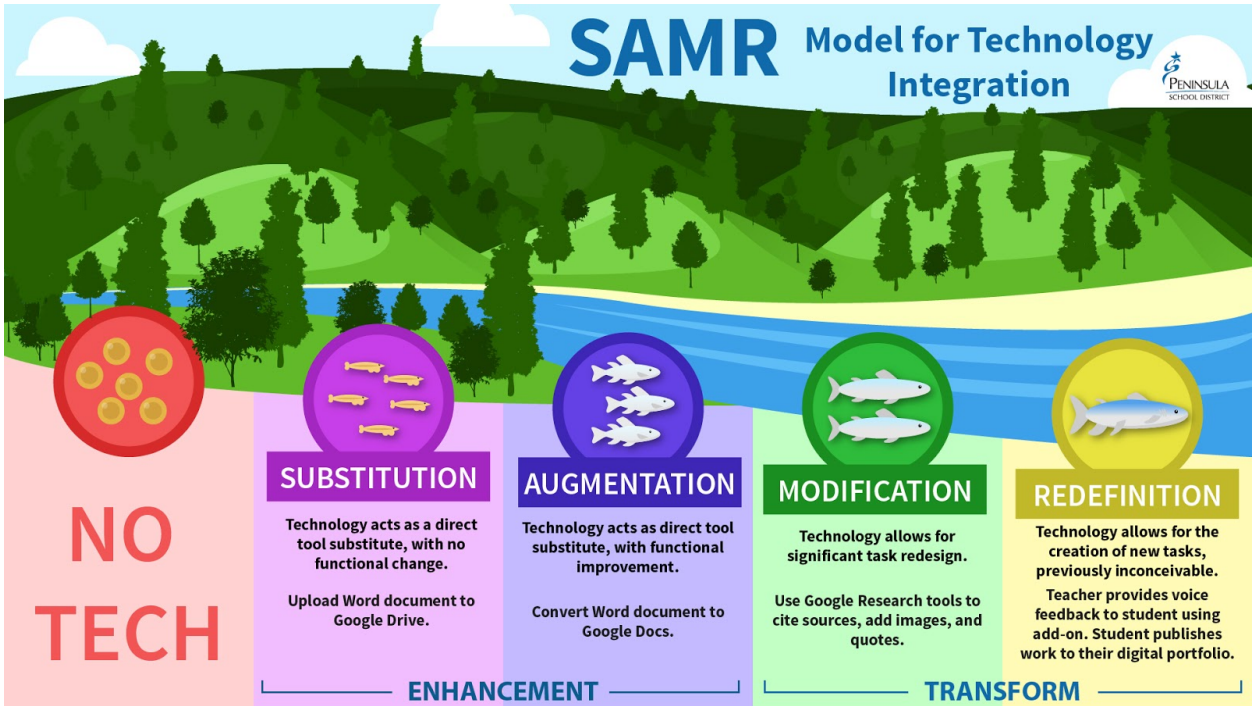
Teacher Professional Development

In order for technology to be effectively integrated into a teacher's curriculum, it is imperative for the teacher to get regular, just-in-time professional development on the tools. Teachers must understand how the tool (software or hardware) works, how it relates to their curriculum, and the potential the tool has. As lifelong learners, teachers constantly work on growing their craft, making their lessons more dynamic in order to meet the individual needs of each diverse learner in the classroom.

The Peninsula School District has EdTech Building Leads in every school throughout the district that work to support teachers in their technology integration. A principal goal of the EdTech Building Lead is to have a positive impact on student learning by facilitating the integration of instructional technologies in all learning environments. The EdTech Building Lead is an innovator in the classroom with technology and shares their knowledge of technology integration with their staff on a regular basis. This includes providing department updates and tips in staff meetings as well as extended building-based trainings after the contracted day.

In additional to the EdTech Building Leads, the Technology Integration Specialist in the Technical Services Department works to create, coordinate, and provide professional development to teachers. This training is offered at a variety of physical locations throughout the district including schools, the Technical Services training lab, and virtually via GoToMeeting. The goal remains to ensure that teachers and staff feel supported in implementing proven technology tools into their established curriculum in order to meet the needs of all learners. Another goal is that teachers and staff feel comfortable using the district adopted software and tools for their own professional productivity.

Focused professional development for those teachers involved in the roll out of one-to-one devices is imperative. This professional development will start the year before the actual devices arrive in the classroom. It is imperative that teachers know how to effectively move their instruction down the SAMR Model of Technology Integration. This involves moving lessons and activities from substitution to modification or redefinition, allowing the student the opportunity to take ownership of their learning and prove their understanding of the curriculum.



Educational Technology is constantly changing and the various tools used in today's classroom will be different tomorrow. For this reason it is more important than ever that the focus of the classroom is learning first and technology second. Technology can serve as the vehicle to learn the stated objectives. Rather than being scripted about how the learners present their knowledge, teachers now share what the learning objectives are, while the learners are deciding how they are going to prove their understanding of the objectives. Teachers cannot be the expert in all the educational technology tools available to students. For example, while

learning about the Civil War, the teacher should ask the students to show their knowledge of the stated objectives, rather than requiring a PowerPoint presentation. The role of the educator is to help students make the connection and decide on the best tool for collecting and showcasing their learning. Educators should provide their students with authentic learning experiences where students get to be creative, collaborative, and resourceful.

Leadership

GOAL: Leaders of all levels must achieve a familiarity and comfortability with technology rich curriculum and be able to develop a vision for the use of technology in learning.

Corresponding PSD Strategic Plan Goals: Recruit and retain a high quality workforce throughout the District.

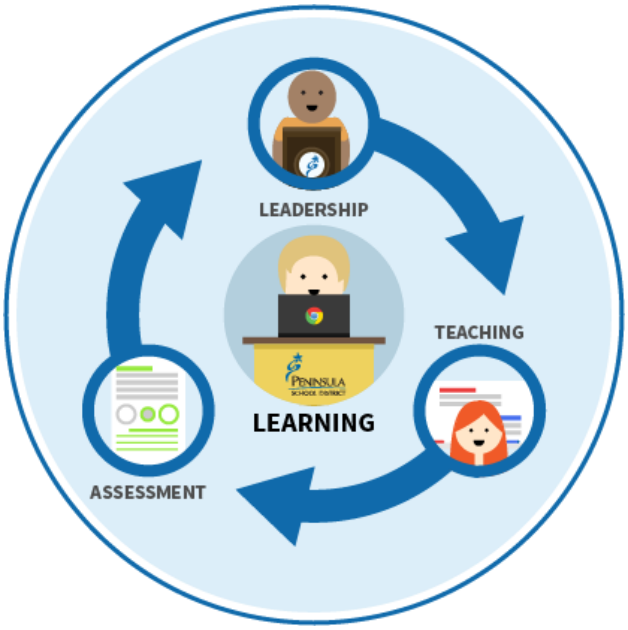
Objective 1: Ensure effective leadership.

Objective 3: Provide coordinated and embedded professional development.

Being able to fully realize the ability of technology to transform learning in the classroom requires strong leaders who have the ability to create a shared vision which everyone can endorse. This vision cannot be something that is handed down centrally. An articulate vision must be developed locally in each building to determine how best to impact learning in each specific environment, for each specific student.

Shared Vision

Transformative, technology-enhanced learning will likely require a change in specific skills and knowledge required of leaders. Leaders need first hand experience with the new technologies being brought into schools to understand how these can be shared effectively throughout their schools, and to successfully develop a vision for how technology-enhanced learning can benefit their communities.[7]



District and building leaders must work collaboratively to build a shared vision for technology and to create a culture where trying new approaches and taking chances are celebrated. They must also model these experimentation and risk-taking skills and show that it is ok to fail and that it may take multiple

[7] Lemke, C., Coughlin, E., Garcia, L., Reifsneider, D., & Baas, J. (2009). *Leadership for Web 2.0 in education: Promise and reality.* Culver City, CA: Metiri Group.

attempts to reach success, especially when working with new or challenging technologies.

Classroom Applications

Technology dropped into a classroom does not in and of itself transform learning; rather, technology enables learning to be redefined in a manner that can create transformative learning experiences. Leaders are the eyes and ears of their building. They are the ones responsible for ensuring that the technology is being used effectively. For this reason it is imperative that the leaders understand the instructional strategies and ask teachers thoughtful questions when reviewing their classroom strategies.

Students using embedded technology in their learning allows for the learning to become personalized for the student with a focus on collaborative activities. As students embark on these activities, leaders must ensure that policies are in place to equip teachers with the right knowledge and tools to successfully guide this instruction. Leaders must also ensure that students are prepared to engage in these activities by stressing the importance of digital literacy and effective digital citizenship.

Leaders must make available ongoing, relevant professional learning for all staff throughout their building. Leaders must also take part and model this professional learning alongside their staff to ensure expected outcomes are being developed and are aligned with the shared vision for technology enhanced learning developed for their building.

When buildings have developed a vision for the integration of technology in the learning environment in their schools, district and school leaders must examine existing budgets and initiatives and identify places where spending & staffing can be reallocated or enhanced to support the new learning technologies. As technology-enhanced learning grows, it will no doubt identify tools and processes that are no longer valid. We must work collaboratively to remove old and outdated processes to make way for a new vision.

Infrastructure

GOAL: All learners have access to a powerful, flexible infrastructure to enable anytime, anywhere access to all resources necessary to facilitate learning.

Corresponding PSD Strategic Plan Goals: Employ innovative and effective resource management strategies that support student learning.

Objective 1: Standardize and prioritize the use of District resources.

Objective 2: Develop systematic and sustainable plans for maintenance and replacement cycles for facilities, technologies, equipment, instructional materials and any other key assets of the District.

Supporting engaging, transformative, technology-enhanced learning requires ubiquitous access for all learners to the tools and resources they require to be able to produce, compose, and analyze new artifacts of learning.

Access to the Tools

Learning does not end when the last bell rings every day, and access to learning resources for all students should not end at this time as well. Connectivity at home for students is essential for all students engaged in technology-enhanced learning. We can no longer allow the “homework gap” to exist between students who have high speed internet at home and those whose internet connections are too slow or do not exist.

As technology usage grows in every facet of our daily lives, it is no longer acceptable for every student to not have access to a powerful learning device that is available to them at any time for the purpose of improving their learning.

One-to-One Devices

While it has historically been viewed as acceptable for students to learn, collaborate and communicate using personal devices, this does lead to many negative consequences such as economic inequality, increased burden on classroom teachers, and an inability to effectively secure student data. Due to these negative consequences behind BYOD policies, we feel that the Peninsula School District must provide devices to all students for the purpose of expanding their learning opportunities and to produce successful members of the work force as they graduate from our education system.

What specific learning devices are placed in the hands of all learners can vary largely depending on the age of the learner, the individual needs, and types of learning activities envisioned by the leaders of the learning communities throughout the Peninsula School District.

Technology-enhanced learning investments must not be a one time expense. They must be made with a long term plan in place. Devices & infrastructure must be on a replacement cycle so that outdated equipment is removed and up-to-date devices are always in the hands of our staff and students.

Digital Citizenship

With the increased use of technology through all aspects of the learning experience, we must make sure that the appropriate policies are in place to allow students to become responsible digital citizens which will help them thrive throughout the digital world they now live in. We must not only have policies in place but we also must weave appropriate digital citizenship learning objectives into all of our curriculum frameworks.

The increasingly collaborative world of social media that students live in today also requires us to make sure that we are cognizant of its use and the value it can provide to learning when used appropriately. We must work to provide professional learning for leaders and educators to be able to model appropriate behaviors as well as guidelines and policies to keep everyone safe and productive in these environments.

Student data is an essential tool for personalized and blended learning as well as many other crucial tasks throughout our school system. The collection of this data on our students leads to many responsibilities for staff through all levels of the Peninsula School District. We must be vigilant in protecting the privacy of our students and how our student data is protected. All staff need to understand how the collection of data, privacy, and confidentiality affects students, and actively work to protect this data. The Peninsula School District also is accountable to students and families and should be sharing publicly all data that is collected on students and shared with third parties.

Educators are consistently increasing their usage of online services with their students. It is very difficult for educators to spend large amounts of their time performing administrative tasks such as creating accounts for their students, loading class rosters or passing data back and forth. It is also increasing difficult when these supplemental systems also do not tie together to provide a singular view of student progress. Because of these factors and the above data privacy concerns, we must require vendors who provide services to our district to provide safe, interoperable systems that tie back to our consistent data assessment and learning management systems through open and consistent standards.

For all of the technology-enhanced learning described throughout this plan to take place, we must also make sure that the physical infrastructure of the district is intact and focused on providing high-speed wireless internet to all students and devices needed for learning. This is done through successful network and resource management, monitoring, and capacity planning for the future. The physical network must also be built to keep all learners safe and

secure while using open standards to ensure it is future proof for all new learning opportunities that may arise and are yet unknown.

Conclusion

There has never been a better time for technology to be used to enhance learning for all students throughout the Peninsula School District. The ability to create engaging, innovative experiences for all students throughout the learning process has never been more possible than it is right now. We have a responsibility to make sure that all students have the same access and opportunities no matter where they come from and what resources are available to them.

All educators from classroom teachers all the way up to district administrators need to be modeling enhanced uses of technologies in their daily practice. A strong vision must be created across the entire organization to guide everyone as they increase communication, increase the sharing of resources, and improve learning practices. This will take side-by-side learning and professional growth amongst all educators and leaders throughout the district.

As learning devices proliferate through our schools to eventually reach every child, we must build understanding amongst educators and leaders of the possibilities available for all learners to interact and engage with the entire world, and not just the small community we are familiar with. All educators must protect the privacy and safety of our students as they embark on these global conversations and work to build them into successful global digital citizens.

We must continue to make sure that we are providing a solid and robust infrastructure for all learning to take place and we must also expand that where necessary to make sure that all students at all times are capable of engaging in the learning they need to continually grow.

We must move forward and take advantage of the opportunities that are available to our students at this time. We cannot wait for anyone else to provide these opportunities for our students down the road, we must provide for all students now to successfully prepare them for the world that faces them after they leave our schools.

Appendix A: Budget Projections

Current Budget: 2016 - 2021 (Est.)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (Est)
Classroom Teaching Stations	$600,000.00	$600,000.00	$600,000.00	$600,000.00	$600,000.00
Student Computing	$400,000.00	$425,000.00	$300,000.00	$300,000.00	$300,000.00
Office & Administrative Computing	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Operational Infrastructure	$175,000.00	$175,000.00	$325,000.00	$325,000.00	$325,000.00
Student Records Costs	$100,000.00	$100,000.00	$110,000.00	$110,000.00	$125,000.00
Department Expenses	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Professional Growth	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Innovation Grants	$70,000.00	$75,000.00	$75,000.00	$100,000.00	$100,000.00
Total Spending	$1,595,000.00	$1,625,000.00	$1,660,000.00	$1,685,000.00	$1,700,000.00
Levy Spending Plan	$1,597,043.00	$1,628,984.00	$1,661,564.00	$1,694,795.00	$1,711,410.64

- **Classroom Teaching Stations:** Computing for all classrooms throughout the district. Final recommendation by TAG sub-committee includes Interactive Laser Projector, Desktop Computer, Document Camera, iPad with Wireless Display Capability
- **Student Computing:** Includes Library Media Center Computing, CTE Labs, Student Learning Devices (Chromebooks, iPads, etc)
- **Office & Administrative Computers:** Desktop and Laptop computers for Office, Clerical and Itinerant Staff
- **Operational Infrastructure:** Wired & Wireless Networking, Servers & Storage, Software Licensing, first 2 years pre-loaded from ‘15-’16 budget.
- **Student Records Costs:** PowerSchool Licensing, Student Records, Staff Training
- **Department Expenses:** Department Staff Computing, Professional Development, Office Expenses
- **Professional Growth:** Leader and Educator Professional Development
- **Innovation Grants:** Educator classroom grants to experiment with new innovative technology and teaching opportunities

Student Computing Needs: 2016 - 2021 (Est.)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (Est)
Student Computing					
1-to-1 Take Home Grades 4-12			$630,000.00	$630,000.00	$630,000.00
1-to-1 Classroom Carts Grade 3	$85,000.00	$85,000.00	$85,000.00	$85,000.00	$85,000.00
1-to-2 Shared Carts Grade 2	$55,000.00	$55,000.00	$55,000.00	$55,000.00	$55,000.00
1-to-2 iPad Tubs Grades K-1	$40,000.00	$40,000.00	$40,000.00	$40,000.00	$40,000.00
Shared Computing - Library Media Centers	$40,000.00	$40,000.00	$40,000.00	$40,000.00	$40,000.00
Shared Computing - CTE Labs	$55,000.00	$55,000.00	$55,000.00	$55,000.00	$55,000.00
Existing Chromebook Cart Replacement	$250,000.00	$250,000.00	$0.00	$0.00	$0.00
Total Student Computing Needs	$525,000.00	$525,000.00	$905,000.00	$905,000.00	$905,000.00
Infrastructure Additions					
Enhanced Wireless Density Coverage and Engineering			$100,000.00	$100,000.00	$100,000.00
Increased WAN Bandwidth Costs				$225,000.00	$225,000.00
Total Infrastructure Additions	$0.00	$0.00	$100,000.00	$325,000.00	$325,000.00
Staffing & Professional Development Additions					
Additional TOSA Position			$105,000.00	$105,000.00	$105,000.00
Increased Hours and Responsibilities for Existing Positions			$70,000.00	$70,000.00	$70,000.00
Professional Development for All Staff	$100,000.00	$100,000.00	$350,000.00	$350,000.00	$350,000.00
Total Staffing & Prof. Dev. Additions	$100,000.00	$100,000.00	$525,000.00	$525,000.00	$525,000.00

- **1-to-1 Computing:** All students grades 3-12 with a device. Device costs calculated at $350 per device on a three year replacement cycle. Grade 3 with school stored devices only. Opportunities for gr. 4+ to take devices home and refreshed at 4, 7, & 10th grade.
- **1-to-2 Computing:** Shared carts of devices with a ratio of one cart for every two classes in grade 2. One “tub” of 6 devices for every classroom grades K-1.
- **Shared Computing:** Library media centers will need higher end computing to support tasks student devices may not support. Also, CTE classrooms must be furnished with higher end devices than the devices students will typically have.
- **Infrastructure Additions:** Additional bandwidth between schools and wireless coverage are needed to support higher numbers of devices.
- **Staffing Additions:** Professional development is critical to successful use of technology in the classroom. Additional technical hours needed to support increase in devices.

Budget Summary: 2016 - 2021 (Est.)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021 (Est)
Classroom Teaching Stations	$600,000.00	$600,000.00	$600,000.00	$600,000.00	$600,000.00
Student Computing	$525,000.00	$525,000.00	$905,000.00	$905,000.00	$905,000.00
Office & Administrative Computers	$100,000.00	$100,000.00	$100,000.00	$100,000.00	$100,000.00
Operational Infrastructure	$175,000.00	$175,000.00	$425,000.00	$650,000.00	$650,000.00
Student Records Costs	$100,000.00	$100,000.00	$110,000.00	$110,000.00	$125,000.00
Department Expenses	$50,000.00	$50,000.00	$50,000.00	$50,000.00	$50,000.00
Professional Growth	$85,000.00	$100,000.00	$350,000.00	$350,000.00	$350,000.00
Innovation Grants	$70,000.00	$75,000.00	$75,000.00	$100,000.00	$100,000.00
Additional Staffing	$0.00	$0.00	$175,000.00	$175,000.00	$175,000.00
Total Planned Spending	**$1,705,000.00**	**$1,725,000.00**	**$2,790,000.00**	**$3,040,000.00**	**$3,055,000.00**
Levy Spending Plan	$1,597,043.00	$1,628,984.00	$1,661,564.00	$1,694,795.00	$1,711,410.64
Basic Education Funding - Assessment	$110,000.00	$110,000.00	$110,000.00	$110,000.00	$110,000.00
Funding Needs	$2,043.00	$13,984.00	**-$1,018,436.00**	**-$1,235,205.00**	**-$1,233,589.36**
Fully Funded WA State EdTech Program	$3,419,596.57	$3,453,122.04	$3,486,976.18	$3,521,162.22	$3,555,683.43

- **Spending Increases**
  - Brings student computing allocation to where it must be moving forward.
  - Restores infrastructure funding as those numbers were reduced in 2016-2018 to sustain current device numbers for students.
  - Also includes increase for upcoming bandwidth needs starting with a contract renewal in 2019-2020 school year.
  - Increases professional development for all staff throughout the district.
  - Increases in staffing within department for additional TOSA position and increased time and responsibilities for two existing staff members.
- **Fully Funded WA State EdTech Program**
  - In 2009 the State of WA determined the amount of money that was necessary to build an appropriate Educational Technology program within the district. That dollar figure per student adjusted for inflation brings the totals listed above.

Appendix B: Yearly Areas of Focus

Each year we are constantly focused on improving customer service, increasing the reliability & performance of network services and connectivity, providing professional development for all staff throughout the district, and introducing new innovative ideas for integrating technology into the classroom. Specific examples of yearly areas of focus include:

- 6-8 Technology Advisory Group (TAG) meetings held to provide building feedback into current vision and execution of Educational Technology Plan. TAG also functions as a primary communication vehicle between Technical Services Department and building staff.
- Monthly meetings with the EdTech Building Leads, technology integration innovators from each building around the district.
- Communication to staff using multiple marketing strategies including email, newsletters, social media, video production, brochures, etc.
- Produce quarterly reports of work order & help desk productivity as well as down time frequency reporting.
- Biannual security audits of technology infrastructure and data privacy/security.
- 20% replacement annually of all teaching stations, administrative computing, common student use computing.
- Technology professional development day in late August. An optional day where teachers can attend a variety of sessions on different strategies for integrating technology into their curriculum.
- Ongoing just in time professional development for staff through Technical Services staff members as well as EdTech Building Leads.

2016-2017 School Year

- Pull together TAG subcommittee to update current Acceptable Use Policy to prepare for a future of most students having a district provided learning device every day.
- Digital Citizenship and Technology Literacy focus for all students primarily through integration into curriculum frameworks.
- Dedicated, focused professional development for administrators to help them to identify and develop the educational technology vision that is appropriate for each school.
- Focused professional development for teachers in the Key Peninsula schools that have one-to-one devices. This professional development will include opportunities to work outside the typical teaching schedule to build teamwork and collaboration amongst all teachers with enhanced levels of technology in their classrooms.
- Focused professional development for K-2 teachers with shared-use student devices (iPads and Chromebooks).

- Deploy shared use devices to ⅓ of all K-2 classrooms across the district. Also deploy carts of devices to ⅓ of all 3rd grade classrooms for dedicated one-to-one roll out over the next three years.
- Continue to deploy Chromebooks for use in grades 4-12 across the district to keep current levels of devices relatively stable.
- Begin implementation of data privacy and security policies across the district to better protect student data privacy.
- Focused professional development for the 20% of teachers that receive new teacher stations.

2017-2018 School Year

- Implementation and education around newly adopted Acceptable Use Policy.
- Focused technology integration professional development in content specific curriculum for teachers in grades 4, 7, and 10.
- Focused professional development for K-2 teachers with shared use student devices (iPads and Chromebooks).
- Focused professional development for the 20% of teachers that receive new teacher stations.
- Continued focus on Digital Citizenship throughout the curriculum in K-12 classrooms.

2018-2019 School Year

- Focused technology integration professional development in content specific curriculum for teachers in grades 5, 8, and 11.
- One-to-one deployment for students in grades 4, 7, and 10.
- Focused professional development for K-2 teachers with shared use student devices (iPads and Chromebooks).
- Focused training and communication for students and parents with one-to-one devices.
- Focused professional development for the 20% of teachers that receive new teacher stations.
- Replacement of core network firewall and central wireless controllers to accommodate increasing infrastructure needs.

2019-2020 School Year

- Focused technology integration professional development in content specific curriculum for teachers in grades 6, 9, and 12.
- Continue one-to-one deployment for students in grades 4, 7, and 10.
- Focused professional development for K-2 teachers with shared use student devices (iPads and Chromebooks).
- Focused training and communication for students and parents with one-to-one devices.

- Focused professional development for the 20% of teachers that receive new teacher stations.
- Building wired network replacements to handle increased infrastructure needs and to build on sustainable replacement cycles.

2020-2021 School Year

- One-to-one deployment of devices for students in grades 3-12.
- Focused technology integration professional development in content specific curriculum for teachers in grades 3-12.
- Focused professional development for K-2 teachers with shared use student devices (iPads and Chromebooks).
- Review latest instructional technology developments in preparation for the next round of teacher station replacements.
- Convene Teacher Station Review Committee.
- Building wired network replacements to handle increased infrastructure needs and to build on sustainable replacement cycles.

Appendix C: Building Technology Inventory and Potential Allocations

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Attached are building by building breakdowns of devices currently in place in all schools and what we project will be in place if this technology plan is fully funded. These potential allocations can be used to help guide any future technology purchases that may be made outside of district funding including building funds, grants, vpo purchases, etc.

The following should be considered when looking into allocation totals:

- Teaching station projections are based off of 2016 projected classroom allocations. Teaching station allocations will also include specialist and library spaces.
- Teaching stations will include the following:
    - Interactive laser projector
    - Desktop computer with monitor and optional dvd drive
    - Document camera
    - Teacher iPad with wireless display capabilities
- Office computer allocations are based off of the previous five year deployments evenly spread over five years.
- Library computing includes circulation stations and multimedia creation workstations to supplement personal learning devices deployed to students.
- Student services computing allocations are based off of current deployments spread evenly across five years.
- Chromebook allocations are based off of the following model:
    - One shared cart per two 2nd grade classrooms
    - One device per student grades 3 -12 with students in grades 4, 7, and 10 taking the device with them for a three year cycle.
- iPad allocations are dedicated to K - 1 classroom with one tub of 6 ipads per classroom.
- All teaching stations, library computing, office computers and student services computing is intended to be on a five year replacement cycle.
- All student personal learning devices are on a three year replacement cycle.

Artondale Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 421
2016 Classroom Estimates: 20 Total Classrooms

Kindergarten - 3 (68)
1st Grade - 4 (73)
2nd Grade - 4 (70)
3rd Grade - 3 (72)
4th Grade - 3 (67)
5th Grade - 3 (71)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 76
- VPO - 64
- Student Services - 0
- Assessment Department - 33
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	88
Full Laptops	4
iPads	61
Chromebooks	173
Projectors	25
Wireless Display	24
Interactive Presentation Devices (SmartBoards or Equivalent)	6
Document Cameras	23

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	8	5	5	4	7
Office Computers	2	1	1	0	1
Library Computers	0	0	0	6	0
Student Services Computers	1	1	2	1	2
Chromebooks	45	25	115	98	113
Student iPads	18	12	12	18	12

Discovery Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 456
2016 Classroom Estimates: 21 Total Classrooms

Kindergarten - 4 (72)
1st Grade - 4 (73)
2nd Grade - 4 (78)
3rd Grade - 3 (74)
4th Grade - 3 (75)
5th Grade - 3 (84)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 89
- VPO - 107
- Student Services - 1
- Assessment Department - 0
- Building Funds - 0
- Grant Funds - 3

2015-2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	38
Full Laptops	30
iPads	81
Chromebooks	200
Projectors	25
Wireless Display	26
Interactive Presentation Devices (SmartBoards or Equivalent)	9
Document Cameras	26

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	5	6	5	4	8
Office Computers	0	1	1	1	2
Library Computers	0	0	0	6	0
Student Services Computers	0	0	1	1	0
Chromebooks	45	25	103	118	117
Student iPads	18	18	12	18	18

Evergreen Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 230
2016 Classroom Estimates: 13 Total Classrooms
Kindergarten - 2 (40)
1st Grade - 2 (39)
2nd Grade - 3 (45)
3rd Grade - 2 (35)
4th Grade - 2 (39)
5th Grade - 2 (32)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 71
- VPO - 0
- Student Services - 15
- Assessment Department - 0
- Building Funds - 30
- Grant Funds - 37

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	20
Full Laptops	2
iPads	61
Chromebooks	153
Projectors	19
Wireless Display	19
Interactive Presentation Devices (SmartBoards or Equivalent)	4
Document Cameras	18

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	4	4	3	4	4
Office Computers	0	1	1	1	0
Library Computers	0	0	0	6	0
Student Services Computers	0	0	0	0	0
Chromebooks	20	20	65	59	80
Student iPads	0	0	12	6	6

Harbor Heights Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 564
2016 Classroom Estimates: 24 Total Classrooms

Kindergarten - 4 (86)
1st Grade - 4 (89)
2nd Grade - 4 (90)
3rd Grade - 4 (100)
4th Grade - 4 (99)
5th Grade - 4 (100)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 66
- VPO - 33
- Student Services - 0
- Assessment Department - 65
- Building Funds - 5
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	120
Full Laptops	6
iPads	73
Chromebooks	169
Projectors	26
Wireless Display	29
Interactive Presentation Devices (SmartBoards or Equivalent)	3
Document Cameras	28

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	9	4	5	4	8
Office Computers	0	1	1	1	1
Library Computers	0	0	0	6	0
Student Services Computers	7	3	1	1	2
Chromebooks	25	49	164	114	135
Student iPads	18	18	12	12	18

Minter Creek Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 364
2016 Classroom Estimates: 17 Total Classrooms

Kindergarten - 2 (42)
1st Grade - 2 (45)
2nd Grade - 3 - HC 1 (62)
3rd Grade - 3 - HC 1 (69)
4th Grade - 3 - HC 1 (79)
5th Grade - 2 - HC 1 (67)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 62
- Technology Department - 197
- VPO - 5
- Student Services - 0
- Assessment Department - 33
- Building Funds - 6
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	64
Full Laptops	8
iPads	29
Chromebooks	303
Projectors	23
Wireless Display	24
Interactive Presentation Devices (SmartBoards or Equivalent)	4
Document Cameras	22

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	6	6	5	4	2
Office Computers	0	1	1	1	1
Library Computers	0	0	0	6	0
Student Services Computers	0	1	0	2	1
Chromebooks	22	22	106	67	84
Student iPads	0	0	12	6	6

Purdy Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 522
2016 Classroom Estimates: 24 Total Classrooms

Kindergarten - 4 (80)
1st Grade - 4 (72)
2nd Grade - 5 (95)
3rd Grade - 3 (65)
4th Grade - 4 (91)
5th Grade - 5 (119)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 68
- VPO - 121
- Student Services - 0
- Assessment Department - 33
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	84
Full Laptops	17
iPads	172
Chromebooks	222
Projectors	37
Wireless Display	36
Interactive Presentation Devices (SmartBoards or Equivalent)	5
Document Cameras	33

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	10	4	6	6	15
Office Computers	0	1	2	1	2
Library Computers	0	0	0	6	0
Student Services Computers	1	2	2	3	3
Chromebooks	42	42	137	114	122
Student iPads	18	18	12	18	18

Vaughn Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 356
2016 Classroom Estimates: 17 Total Classrooms

Kindergarten - 3 (64)
1st Grade - 3 (65)
2nd Grade - 3 (49)
3rd Grade - 3 (55)
4th Grade - 2 (54)
5th Grade - 3 (69)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 164
- VPO - 52
- Student Services - 6
- Assessment Department - 0
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	74
Full Laptops	9
iPads	28
Chromebooks	222
Projectors	22
Wireless Display	22
Interactive Presentation Devices (SmartBoards or Equivalent)	4
Document Cameras	22

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	8	5	4	4	5
Office Computers	0	1	1	1	0
Library Computers	0	0	0	6	0
Student Services Computers	1	2	1	1	2
Chromebooks	28	28	69	93	112
Student iPads	0	0	12	12	12

Voyager Elementary - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 506
2016 Classroom Estimates: 24 Total Classrooms

Kindergarten - 4 (72)
1st Grade - 4 (78)
2nd Grade - 3 - HC 2 (74)
3rd Grade - 3 - HC 2 (85)
4th Grade - 3 - HC 1 (89)
5th Grade - 3 - HC 2 (108)

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 65
- Technology Department - 68
- VPO - 33
- Student Services - 0
- Assessment Department - 31
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	107
Full Laptops	4
iPads	44
Chromebooks	197
Projectors	29
Wireless Display	28
Interactive Presentation Devices (SmartBoards or Equivalent)	12
Document Cameras	24

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	7	6	6	4	9
Office Computers	0	1	2	1	2
Library Computers	0	0	0	6	0
Student Services Computers	0	1	1	1	1
Chromebooks	45	45	114	123	117
Student iPads	18	18	12	18	18

Goodman Middle School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 508
2016 Grade Level Estimates:

6th Grade - 167
7th Grade - 163
8th Grade - 178

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 0
- Technology Department - 100
- VPO - 89
- Student Services - 34
- Assessment Department - 166
- Building Funds - 0
- Grant Funds - 9

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	117
Full Laptops	15
iPads	26
Chromebooks	398
Projectors	29
Wireless Display	25
Interactive Presentation Devices (SmartBoards or Equivalent)	4
Document Cameras	23

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	3	7	8	6	6
Office Computers	1	1	2	2	1
Library Computers	0	10	0	0	0
Student Services Computers	0	1	1	0	0
Chromebooks	199	102	184	159	174

Harbor Ridge Middle School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 591
2016 Grade Level Estimates:

6th Grade - 184
7th Grade - 204
8th Grade - 203

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 1
- Technology Department - 83
- VPO - 13
- Student Services - 20
- Assessment Department - 163
- Building Funds - 20
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	155
Full Laptops	0
iPads	29
Chromebooks	300
Projectors	27
Wireless Display	28
Interactive Presentation Devices (SmartBoards or Equivalent)	7
Document Cameras	26

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	5	6	8	7	2
Office Computers	3	2	2	2	2
Library Computers	0	0	10	0	0
Student Services Computers	0	0	0	1	0
Chromebooks	130	101	163	146	100

Key Peninsula Middle School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 405
2016 Grade Level Estimates:

6th Grade - 153
7th Grade - 139
8th Grade - 113

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 17
- Technology Department - 205
- VPO - 0
- Student Services - 0
- Assessment Department - 82
- CTE - 10
- Grant Funds - 14

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	139
Full Laptops	9
iPads	44
Chromebooks	328
Projectors	21
Wireless Display	23
Interactive Presentation Devices (SmartBoards or Equivalent)	10
Document Cameras	21

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	6	5	5	5	3
Office Computers	1	2	2	2	1
Library Computers	0	0	10	0	0
Student Services Computers	1	1	1	0	0
Chromebooks	41	133	124	132	124

Kopachuck Middle School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 543
2016 Grade Level Estimates:

6th Grade - 178
7th Grade - 175
8th Grade - 190

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 17
- Technology Department - 100
- VPO - 47
- Student Services - 20
- Assessment Department - 132
- Building Funds - 38
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	152
Full Laptops	5
iPads	45
Chromebooks	354
Projectors	30
Wireless Display	29
Interactive Presentation Devices (SmartBoards or Equivalent)	7
Document Cameras	25

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	4	7	7	8	1
Office Computers	1	1	2	2	3
Library Computers	0	10	0	0	0
Student Services Computers	0	0	1	0	0
Chromebooks	88	151	179	156	157

Gig Harbor High School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 1394
2016 Grade Level Estimates:

9th Grade - 366
10th Grade - 414
11th Grade - 330
12th Grade - 284

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 1
- Technology Department - 101
- CTE - 22
- Student Services - 20
- Assessment Department - 329
- Building Funds - 40
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	461
Full Laptops	39
iPads	97
Chromebooks	513
Projectors	67
Wireless Display	69
Interactive Presentation Devices (SmartBoards or Equivalent)	23
Document Cameras	71

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	10	15	15	18	15
Office Computers	7	6	2	3	3
Library Computers	12	0	0	0	0
Student Services Computers	1	0	0	1	0
Chromebooks	190	185	368	338	345

Henderson Bay High School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 94
2016 Grade Level Estimates:

9th Grade - 0
10th Grade - 16
11th Grade - 38
12th Grade - 40

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 1
- Technology Department - 63
- CTE - 0
- Student Services - 10
- Assessment Department - 0
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	79
Full Laptops	4
iPads	11
Chromebooks	74
Projectors	9
Wireless Display	10
Interactive Presentation Devices (SmartBoards or Equivalent)	7
Document Cameras	9

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	0	1	3	5	2
Office Computers	3	1	1	1	1
Library Computers	0	0	0	0	0
Student Services Computers	0	1	0	1	0
Chromebooks	11	30	Based on Enrollment	Based on Enrollment	Based on Enrollment

Peninsula High School - 2016 Tech. Inventory & 2016-2021 Projected Allocation

2016 Student Enrollment Estimate: 1242
2016 Grade Level Estimates:

9th Grade - 355
10th Grade - 324
11th Grade - 305
12th Grade - 258

Current Chromebook Inventory By Funding Source: (as of: 4/1/16)

- Curriculum - 1
- Technology Department - 339
- CTE - 6
- Student Services - 12
- Assessment Department - 247
- Building Funds - 0
- Grant Funds - 0

2015 - 2016 Existing Inventory: (as reported to OSPI)

Desktop Computers	369
Full Laptops	16
iPads	108
Chromebooks	605
Projectors	58
Wireless Display	58
Interactive Presentation Devices (SmartBoards or Equivalent)	25
Document Cameras	60

Technology Allocation Projections Per Year:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teaching Stations	10	15	13	15	5
Office Computers	5	3	3	5	4
Library Computers	12	0	0	0	0
Student Services Computers	0	2	0	1	1
Chromebooks	144	126	316	343	337