

2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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- 1. What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

Amy Carr

- 2. What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

Director of Technology

For help with completing the plan, please visit [2022-2025 ITP Resources for Districts](#) on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021II. Strategic Technology Planning

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1. What is the overall district mission?

We are champions of children who inspire and nurture the whole child by providing innovative, high-quality educational opportunities that prepare all students to embark on individual paths of success in a globally diverse community. Students will benefit from a safe learning environment that provides empowering experiences supporting their academic, emotional, physical, and social development.

Our vision is to graduate all students prepared for life, ready for college and career and instilled with enthusiasm for life-long learning. Students will be literate, critical thinkers, ethical users of technology, appreciative of the arts, concerned about the community in which they live.

We will invoke collaborative forward thinkers as we support professional development for our faculty and staff.

2. What is the vision statement that guides instructional technology use in the district?

The Vision statement that guides instructional technology use in the district is:

"The Poughkeepsie City School District is committed to integrating various technologies into curriculum and instruction to improve student achievement. The District will provide adequate and equitable technology throughout the district for all users. PCSD will provide 1:1 devices for all students and staff. There will be ongoing professional development and technical support for the integration of technology into teaching and learning."

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II. Strategic Technology Planning

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3. Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive Instructional Technology Plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.

The planning process used to develop answers to the Instructional Technology Plan is aligned directly with the districts stated Theory of Action. Specifically, “If we cultivate collaborative communities that generate input from all levels of the organization on issues related to instructional practice and student learning, then we will foster a shared purpose and vision for our work leading to more effective practice and higher levels of student achievement.”

In aligning our work, our committee met after school and during a full planning day. Working as a full committee, in break-out groups of subcommittees, and in cross-functional groups. The committee consists of members from a broad range of stakeholder groups including students, teachers, teaching assistants, building and central administrators, clerical support staff, non-instructional staff, parents and members from our community.

Updates of the Committee's progress were presented at a Public Board Meeting. Surveys were created for students, instructional and non-instructional staff and parents and community to seek feedback. Data collected is used for technology committee planning. Information of progress is also shared in Curriculum, Instruction and Technology Newsletter.

The purpose of this three-year technology plan is to provide a roadmap for the advancement and use of technology and technology-related resources to improve and support high quality educational services. To achieve these goals, we have formulated our vision to utilize technology integration in the district. This plan will provide a framework for making decisions and recommendations to improve technology’s impact on student achievement and our educators ability to harness technology in support of the vision. Accordingly, a set of goals has been developed. By implementing our action plans we will achieve these goals.

The District Technology Committee will evaluate and revise the plan in accordance with changes in education requirements, technology improvements, and curriculum. We will be supported in this effort by a strong evaluation plan. In addition to the members of the technology committee, we will be communicating with parents, community members, students, and educators to seek valuable input to the members of the technology committee. The technology plan will be shared throughout our district and community using various methods. The public will be able to review the technology plan via our district website and provide their feedback. The plan will be disseminated to all staff. Updates on different initiatives will be communicated at building faculty meetings and email distributions. In addition, this plan has been completed to meet the following requirements or guidelines of the:

- Federal E-Rate program
- New York State Education Department (SED)
- Smart Schools Bond Act

District Technology Committee Members include students, parents, community members, teachers, administrators and support staff members

Name	Title	Area
Amy Carr	Interim Director of Instructional Technology	Admin
Sue Ammon	Teacher	Elementary
Cheryl Benanti	Teaching Assistant	Elementary
Sue Brudnak	Teacher	Elementary School
Brian Cook	Network Analyst	District
Mary Ivich	District Treasurer Business Office	District
Derek DaSilva	Community Member City of Poughkeepsie	
Michelle Devlin	Teacher	Secondary
Janiqua Faircloth	Teaching Assistant	Secondary
Kristina Giangreco	Director of Special Programs	District
Neal Grover	Teacher	Secondary
Kingsley Henry	Maintenance	District
Michelle Martinez-Leffert	Parent BOE Member	District/Community

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Tim McQueen	Community Member	Community Member
Laura Tietz	Teacher- PHS	Secondary
Eric Schmitt	Technology Support Specialist	District
TBD	Principal	Elementary
Clarissa Whitaker	Teaching Assistant- PHS	Secondary
Becky Torres	Board Clerk	District
Wendy Wright	Assistant Principal High School	Secondary
Name Omitted for Privacy	Student – PHS	Student
Name Omitted for Privacy	Student- PHS	Student

4. How does the district's Instructional Technology Plan build upon, continue the work of, and improve upon the previous three-year plan?

This plan intends to address the following goals from the previous plan that may not have been fully met:

- Continuation of Chromebook 1:1 program
- Expanding WAN and LAN internet speed
- Continue with single-sign on District-Wide (Classlink)
- Improve current phone system
- Continue and build upon professional development and training

5. How does the district Instructional Technology Plan reflect experiences during the COVID pandemic?

The COVID pandemic fast-forwarded Poughkeepsie CSD's 1:1 program. This current plan reflects the need to continue to build the district's infrastructure to support the new devices and learning opportunities. The district is also progressing with our security systems in order to continue safe learning environments for all.

6. Is your district currently fully 1:1?

Yes

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7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision as stated in response to question 2.

The district is committed to providing ongoing, sustained training and professional development for teachers, teaching assistants, building and central administrators, clerical support staff, and non-instructional staff to ensure that ALL staff know how to use the new technologies to improve education. Professional development will be provided, such that all teachers and administrators will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

ISTE Standards will be our road map to helping students become empowered learners. These standards will deepen practice, promote collaboration with peers, challenge educators to rethink traditional approaches and prepare students to drive their own learning. The following 21st. Century Skills will be embedded into the teaching and learning process.

- Capable information technology users
- Information seekers, analyzers, and evaluators.
- Problem solvers and effective users of productivity tools
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed and responsible technology users

Staff development is an ongoing process that empowers teachers with the skills to fully utilize resources. Some of these resources include:

- the use of interactive training using technology and
- web-based instructional programs with online assessment with immediate feedback.

Some of the methods for faculty professional development include:

- Superintendent s Conference Days
- Conferences held outside of the district
- Workshops and Trainings provided in-district and outside of the district.
- Faculty, Curriculum & Grade-Level Meetings
- Vendor-Provided Professional Development

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III. Goal Attainment

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Overview: In this new section, the District is asked to outline the extent to which they have achieved, at the local level, goals put forth in the 2010 Statewide Learning Technology Plan.

- 1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**

The district has met this goal:

Fully

- 2. **Digital Use – The District’s learners, teachers, and administrators are proficient in the use of technology for learning.**

The district has met this goal:

Moderately

- 3. **Digital Capacity and Access – The District’s technology infrastructure supports learning and teaching in all of the District’s environments.**

The district has met this goal:

Significantly

- 4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**

The district has met this goal:

Significantly

- 5. **Accountability – District-level information is posted on the District website, is easy to access, and is easily understood. Information provided includes the results achieved by the District in their efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.**

The district has met this goal:

Significantly

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IV. Action Plan - Goal 1

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1. Enter Goal 1 below:

Providing a Robust Foundational Infrastructure and Connected Technology Systems

- The District will provide a robust foundational infrastructure to support connected technology systems (integrated not isolated) which provides resources that are equitable and sustainable.
- The network will continue to be supported to serve as secure, reliable high-speed network platform capable of providing network services efficiently and grow as applicable, meeting industry standards.

- Infrastructure and connected systems may include:
 - WiFi/Ethernet
 - Phone system
 - Security Video cameras
 - Electronic id card system for students and staff
 - Visitor id system
 - Public Address System/Clocks
 - Copiers & or Printers
 - Time Clocks
 - Google Enterprise
 - Parent Engagement Center (In collaboration with the Executive Director of Community Schools)
 - Increased Internet speed, in and between the buildings (LAN and WAN)
 - Digital Signage
 - Active Learning Space
 - Digital Studio
 - Kiosks
 - Interactive displays
 - Single Sign On (Classlink)- District-wide

2. Select the NYSED goal that best aligns with this district goal.

Design, implement, and sustain a robust, secure network to ensure sufficient, reliable high-speed connectivity for learners, educators, and leaders

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

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IV. Action Plan - Goal 1

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5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

This technology goal will be measured by monitoring budgeted investments in the district's technology network infrastructure. The district technology committee along with the Director of Technology and Network Analyst will also conduct yearly performance audits to gauge potential for growth and upgrades to the district infrastructure.

6. List the action steps that correspond to Goal #1 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Infrastructure	Infrastructure improvements made through eRate purchases for WAN and LAN	Director of Technology	Assistant Superintendent of Business	08/17/2022	187,000
Action Step 2	Implementation	Single Sign-on District-Wide	Director of Technology	Building Principals	07/01/2022	30,000
Action Step 3	Purchasing	Interactive Displays in Classrooms	Business Official	Director of Technology	09/01/2022	375,000
Action Step 4	Budgeting	The Assistant Superintendent will work collaboratively with the Interim Supt and Business Official to make budget recommendations that correspond with District Technology Plan and Smart Schools Investment Plan. Funding will be allocated based on District	Business Official	Director of Technology	07/01/2023	NA

7. This question is optional.
If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.

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IV. Action Plan - Goal 1

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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1. Enter Goal 2 below:

Professional Development

- The District will provide adequate, equitable, ongoing and sustainable professional development/training in technology for all district users, that incorporates the integration of technology into teaching and learning and will be aligned with NYS Standards and ISTE Standards*
- Professional Development will utilize the SAMR Model Framework. (<https://www.iste.org/standards/for-educators>)
- The SAMR Model is a framework created by Dr. Ruben Puentedura that categorizes four different degrees of classroom technology integration. The letters "SAMR" stand for Substitution, Augmentation, Modification, and Redefinition.)
- We will commit to ongoing training and professional development in the use of Google Classroom

2. Select the NYSED goal that best aligns with this district goal.

Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

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IV. Action Plan - Goal 2

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

The district is committed to providing ongoing, sustained training and professional development for teachers, teaching assistants, building and central administrators, clerical support staff, and non-instructional staff to ensure that ALL staff know how to use the new technologies to improve education. Professional development will be provided, such that all teachers and administrators will continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. ISTE Standards will be our road map to helping students become empowered learners. These standards will deepen practice, promote collaboration with peers, challenge educators to rethink traditional approaches and prepare students to drive their own learning. The following 21st Century Skills will be embedded into the teaching and learning process.

- Capable information technology users
- Information seekers, analyzers, and evaluators.
- Problem solvers and effective users of productivity tools
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers
- Informed and responsible technology users

Staff development is an ongoing process that empowers teachers with the skills to fully utilize resources. Some of these resources include:

- the use of interactive training using technology and
- web-based instructional programs with online assessment with immediate feedback.

Some of the methods for faculty professional development include:

- Superintendent s Conference Days
- Conferences held outside of the district
- Workshops and Trainings provided in-district and outside of the district.
- One-to-one consults with Technology Instructional Specialists
- Faculty, Curriculum & Grade-Level Meetings
- Vendor-Provided Professional Development-
- Embedded Staff Development with Instructional Technology Personnel

The measurement tool will be Frontline Professional Growth Management where users can evaluate the PD they received and the district can use metrics supplied by the software.

6. **List the action steps that correspond to Goal #2 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Collaboration	Create a calendar of meeting dates for Technology Committee members to meet for planning, review, and revision of District Technology and Smart Schools Investment Plans, incorporating professional development. Conduct	Director of Technology	Curriculum and Instructional Leader	09/01/2022	NA

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		a needs assessment survey of Instructional Technology professional development and training needs of all staff. Establish a timeline for Technology Committee to meet with District Professional Development Committee for planning of current year's professional development/training and next year's anticipated Instructional Technology				
Action Step 2	Professional Development	Planning for Professional Development Review data from needs assessment with District Technology Committee and Professional Development Committee	Director of Technology	Curriculum and Instructional Leader	09/01/2022	NA
Action Step 3	Implementation	Instructional Technology is ongoing and incorporates the integration of technology into teaching and learning and will be aligned with NYS Standards and ISTE Standards*. Professional Development will utilize the SAMR Model Framework.* Delivered through any of the following:	Director of Technology	Curriculum and Instructional Leader	06/30/2023	NA

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 4	Staffing	Instructional Technology Director will facilitate support for teachers in the integration of technology into teaching and learning. Embed teacher support of classroom technology into the job description of the Director of technology, who will co-teach lessons, model technology integration, communicate tips and resources, promote available resources and programs, meet with principals and their teachers in small groups to answer questions, make suggestions, and offer technology training after school and throughout the school year. Create additional positions within the technology department to facilitate the technical support needed for teachers, administrators and district staff. Build a district plan that will specifically assign tech support staff to oversee the various components of the districts infrastructure which will support teaching and learning.	Superintendent	Assistant Superintendent	07/01/2022	\$115,000

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

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IV. Action Plan - Goal 2

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Communication of Instructional Technology Staff Development District will create a monthly professional development calendar that will share all district initiatives. Monthly professional development will be scheduled for all teaching staff. Create an online repository of professional development information and directions following all technology trainings/PD. Create an annual professional development/ training menu of offerings based on survey results and district needs and communicate it to school community members.	Director of Technology	HR Assistant Superintendent	06/30/2024	NA
Action Step 6	Budgeting	1. Budget annually for Instructional Technology Facilitators (4) 2. Budget for Provided Professional Development spring, summer, fall for instructors and for in-service 3. Budget for Increasing the Technology Department by a minimum of four techs to provide districtwide Technical Support (7) 4. Budget for	Director of Technology	HR Assistant Superintendent	06/30/2023	NA

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		maintaining, Administrative Technology Support (1) 5. Budget for Professional Development through BOCES COSER and Outside Instructional Technology Contractors as applicable.				
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

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2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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1. Enter Goal 3 below:

Student Learning through the Meaningful Integration of Technology

- Instructional Staff will integrate technology throughout the curriculum and content areas to improve student’s achievement.
- Technology skills for students will be embedded in the content areas in a systematic way and aligned with NYS Common Core Standards and National Educational Technology Standards for Students. (ISTE)

2. Select the NYSED goal that best aligns with this district goal.

Develop a strategic vision and goals to support student achievement and engagement through the seamless integration of technology into teaching and learning

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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5. **How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.**

Instructional technology goals will be measured and evaluated throughout the implementation of the defined actions. Measurements include the following:

- Pre and post assessments
- Benchmarks for students
- Surveys of staff (Instructional technology professional development needs)
- Monitoring participation in professional development and the corresponding artifacts, as well as a log of professional development data of workshops,
- Feedback and attendance
- Ensure the district is equitable in its digital and hardware resources, including the available professional development opportunities
- Other measures include a regular review of digital software logs which measure student use of technology including the number of students using our digital resources, the amount of time they use the resources, etc...

Periodic evaluation of the tech plan will be instrumental to its long-term success. The evaluation process will monitor specific goals and objectives. The effectiveness of the action plans will be reviewed to ensure timelines are met. The results of the evaluations will allow for adjustments to be taken in response to technological advances and opportunities as they develop. This technology plan will be **formally reviewed every year** by the technology committee and updated after each review as necessary. A comprehensive review and update will occur every three years. The District Technology Committee is a committee appointed by the BOE, the committee is responsible for making recommendations for the reviews and updates. In addition, the committee will reconvene if significant changes in the environment occur or if significant opportunities arise that warrant a review and update. The evaluation process will seek to examine outcome-based measurements. For example, the evaluation may measure the amount of change in student achievement as a result of implementing a specific piece of technology, technological strategy, or system. It could also measure a change in technical workflows or skills.

Possible tools may include, but are not limited to:

- Interviews and/or surveys with staff/stakeholders
- APPR observation results
- Graduation rate data
- NYS assessment results
- Faculty and student technology usage rates
- Curriculum revisions
- NYS School report card

The evaluation process will address, at a minimum, the following items:

- The frequency or reviews and updates to the technology plan
- The membership of the District Technology Committee
- The success of the technology plan in meeting the goals of the district
- Any unexpected outcomes or benefits to having the technology in place
- The goals and objectives that were unable to be met and ways to overcome these barriers
- The plan for meeting unrealized goals and objectives
- Other needs that may have emerged since the adoption of the plan
- Any goals or objectives that are no longer relevant to the district and that should be removed from the plan.
- In addition, the District Technology Committee will regularly consider the emergence of new developments in technology that can be included to improve educational services and student performance.

6. **List the action steps that correspond to Goal #3 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.**

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Curriculum	As part of the long term training plan for staff on how to integrated technology into curriculum and content areas, develop a scope and sequence to create a systematic plan for embedding technology.	Curriculum and Instruction Leader	Director of Technology	06/30/2023	NA
Action Step 2	Curriculum	Review curriculum to edit for the integration of technology, embed technology skills aligned with NYS Next Generation and National Educational Technology Standards for Students. Students will be taught about the risks involved in online transactions, identify and suspicious and inappropriate online activity, communication, and interactions through social media, text, email and other forms of electronic communication. Strategies will be provided on how to handle inappropriate online activity will be reviewed with students. This includes, but is not limited to cyber bullying, threats, and inappropriate dialogue via social media.	Building Principal	Director of Technology	06/30/2023	NA
Action Step 3	Curriculum	Create of a high school (elective) course which acts as a	Director of Technology	Assistant Superintendent of Secondary Education	06/30/2024	NA

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		student help/repair desk where students can gain technology knowledge and skills..				
Action Step 4	Curriculum	Addition of elective classes K-12 in STEAM activities to support and introduce STEAM skills.	Other (please identify in Column 5)	Assistant Superintendent of Elementary Education	06/30/2024	NA

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Evaluation	Develop and implement a plan to assess the technology literacy of our students annually in order to obtain feedback and data pertaining to areas of strength and weakness in our instructional technology instruction across the curriculum through benchmark computer skill assessments (exit tickets).	Director of Technology	(No Response)	06/30/2024	NA
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 3

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8. Would you like to list a fourth goal?

Yes

For help with completing the plan, please visit [2022-2025 ITP Resources for Districts](#) on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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1. Enter Goal 4 below:

Adequate, Equitable and Continued Planning for Sustainability of Instructional Technologies and Learning Environments

- To enhance student learning and promote student engagement, the District will provide adequate and equitable instructional technologies and tools throughout the district for all students and staff; including but not limited to:
- Digital content, streaming media and resources, software, instructional videos on demand, communication tools, e-learning environments, active learning spaces, maker spaces, enhanced district printing, interactive displays and other emerging technology resources.

2. Select the NYSED goal that best aligns with this district goal.

Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The District will have committee meetings to review and audit digital content, streaming media resources, mobile devices, software, instructional video on demand, communication tools, e-learning environments, active learning spaces, maker spaces, enhanced district printing, interactive displays and other emerging technology resources. The District will use the Single-Sign on software that produces reports on usage of all software and other digital tools used in the district. Observations in classrooms will also provide anecdotal data to inform committee meetings and planning.

6. List the action steps that correspond to Goal #4 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Planning for the	Director of	Assistant	06/30/2	175,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		expansion of available one to one devices for student, teacher, and administrative access. By increasing the number of laptops and Chromebooks available throughout the district, this will allow students to have access to computer technology for classroom use, and projects. (1 to 1 program for all students and staff.)	Technology	Superintendent of Business	023	
Action Step 2	Planning	Planning for expanding equitable access for students and teachers for classroom technology, the district will upgrade to interactive display technologies, document cameras, emergent technologies, active learning spaces, STEAM maker spaces, digital studio, streaming, video conferencing, distance learning plus the renewal of current and new educational software subscriptions, The district will also continue to provide communication tools such as e-mail, instant messaging and collaborative platforms provided in Google Workspace.	Director of Technology	Assistant Superintendent of Business	06/30/2023	NA
Action Step 3	Policy/Protocols	Review and update the educational	Director of Technology	Curriculum and Instructional Leader	09/01/2022	NA

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		software and web-based instructional system acquisition process and policies to ensure that a full and adequate evaluation has been completed prior to purchasing.				
Action Step 4	Budgeting	Using district funds, Smart Schools Investment Plan, Grant Monies, District Coser, secure funding for these instructional technologies.	Business Official	Director of Technology	06/30/2024	NA

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	1, Planning for Ongoing and Sustainable Professional Development in use of these instructional technologies. 2. Planning for Increased Technical and Instructional Technology Staff to support students, teachers and administrators in use of these instructional technologies.	Director of Technology	Curriculum and Instructional Leader	06/30/2023	NA
Action Step 6	Purchasing	After funds are secured and/or awarded, these instructional	Director of Technology	Assistant Superintendent of Instruction	06/30/2024	NA

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 4

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		technologies will be purchased and barcoded and then assigned to classrooms				
Action Step 7	Implementation	After, these instructional technologies are barcoded, teachers have participated in professional development. Teachers have planned lessons and curriculum integrating instructional technologies equipment will be assigned to classrooms.	Director of Technology	Building Principals	06/30/2024	NA
Action Step 8	Evaluation	The evaluation process will seek to examine outcome-based measurements. For example, the evaluation may measure the amount of change in student achievement as a result of implementing a specific piece of technology, technological strategy, or system. It could also measure a change in technical workflows or skills. Possible tools may include, but are not limited to:	Assistant Superintendent	Building Principals	06/30/2024	NA

8. Would you like to list a fifth goal?

Yes

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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1. Enter Goal 5 below:

Families and the Community

The District is dedicated to seeking out and fostering external partnerships that support teaching and learning. A goal of this initiative will be to develop and sustain educational programs supported by technology systems provided in conjunction with family and community partners. The Poughkeepsie City School District will seek family and community partnerships that include formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships. Quality partnerships that involve higher education institutions, community-based organizations and business partners will be fostered.

2. Select the NYSED goal that best aligns with this district goal.

Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. Target Student Population(s). Check all that apply.

- | | |
|--|--|
| <input checked="" type="checkbox"/> All students | <input type="checkbox"/> Economically disadvantaged students |
| <input type="checkbox"/> Early Learning (Pre-K -3) | <input type="checkbox"/> Students between the ages of 18-21 |
| <input type="checkbox"/> Elementary/intermediate | <input type="checkbox"/> Students who are targeted for dropout prevention or credit recovery programs |
| <input type="checkbox"/> Middle School | <input type="checkbox"/> Students who do not have adequate access to computing devices and/or high-speed internet at their places of residence |
| <input type="checkbox"/> High School | <input type="checkbox"/> Students who do not have internet access at their place of residence |
| <input type="checkbox"/> Students with Disabilities | <input type="checkbox"/> Students in foster care |
| <input type="checkbox"/> English Language Learners | <input type="checkbox"/> Students in juvenile justice system settings |
| <input type="checkbox"/> Students who are migratory or seasonal farmworkers, or children of such workers | <input type="checkbox"/> Vulnerable populations/vulnerable students |
| <input type="checkbox"/> Students experiencing homelessness and/or housing insecurity | <input type="checkbox"/> Other (please identify in Question 3a, below) |

4. Additional Target Population(s). Check all that apply.

- Teachers/Teacher Aides
- Administrators
- Parents/Guardians/Families/School Community
- Technology Integration Specialists
- Other

5. How will this instructional technology goal be measured and evaluated during and after implementation? Be sure to include any tools and/or metrics that are part of this evaluation process. Examples might be formative data, local, state, and/or national LEA benchmarks, metrics from instructional software, other technology evaluation programs, etc.

The District Technology Committee will develop a survey for parents and the community around educational technology through our Infinite Campus SIS.
 The survey will be distributed in English and Spanish, online and in print at the beginning and end of the year.
 The district will also seek input and feedback from community members and families through multiple venues such as email, text, website, digital signage, kiosks, family and public workshops throughout the school year.

6. List the action steps that correspond to Goal #5 from your answer to Question 1, above. All cells in the table must be populated. If you have less than four action steps for this goal, you must enter N/A into columns two, three, four, five, and seven, and choose June 30, 2021 in the date column for all unneeded rows in the table.

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Community Partnerships	The District Technology Committee will develop a survey for parents and the community around educational technology. The survey will be distributed in English and Spanish, online and in print. The district will also seek input and feedback from community members and families through multiple venues such as email, text, website, digital signage, kiosks, family and public workshops throughout the school year.	Assistant Superintendent	Director of Technology	06/30/2023	NA
Action Step 2	Planning	To foster partnerships among schools, families and communities as members of a learning team and support increased student achievement, the district will provide adult learning opportunities. The district will work with the Family and Parent Coordinator to plan training for parents/guardians/ school community in technology use for: IC parent portal, Parent Square, district communication, and district website navigation and future	Assistant Superintendent	Executive Director of Family and Community Services	06/30/2023	\$5,000

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		needs to be determined.				
Action Step 3	Research	Research grant funding opportunities for low-cost, needs-based, broadband internet that may be available for students who qualify for Free and Reduced Lunch. Explore options with local cable companies, telecommunications and other municipalities, vendors and agencies both locally and globally. If opportunities are secured, raise public awareness about these broadband options for home by including them in school information Provide professional development opportunities for schools and teachers to maintain a web presence through teacher websites, Google Classroom, Parent Portal and other forms of social media.	Director of Technology	Executive Director of Family and Community Services	06/30/2023	NA
Action Step 4	Research	A teacher's web presence may include a summary of current activities and goals and point to the Parent Portal for more detailed information on student performance. Links to instructional support materials can also be included, and	Curriculum and Instruction Leader	Director of Technology	06/30/2023	NA

2022-2025 Instructional Technology Plan - 2021

IV. Action Plan - Goal 5

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		information about the Parent Portal can be shared in various Communication with parents.				

7. This question is optional.

If more action steps are needed, continue to list the action steps that correspond to Goal #5 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 6	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 7	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)
Action Step 8	N/A	(No Response)	N/A	(No Response)	(No Response)	(No Response)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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- 1. Explain how the district use of instructional technology will serve as a part of a comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The District Technology Team will work with the District’s Curriculum and Instruction Committee, and the Data and Accountability Representative to improve student academic achievement by utilizing research-based strategies which integrate technology into curriculum, instruction and assessment. Technology is used to support instruction, reinforce student skills, provide alternative instructional methodologies for teaching and learning, and foster internet safety and digital literacy. This ensures that students acquire the 21st skills necessary to meet national, New York State and International Society of Technology in Education (ISTE) standards. District technological resources will be embedded in Curriculum and Instruction to enhance student achievement.

- 2. Explain the strategies the district plans to implement to address the need to provide equitable learning “everywhere, all the time” (National Technology Plan). Include both short and long-term solutions, such as device access, internet access, human capacity, infrastructure, partnerships, etc.**

The District participates in State surveys to become informed of needs within the district. The District has been providing WiFi hotspots to students and families in order to obtain internet access at home if the need arises for remote schooling or other academic needs. The students are 1:1 with Chromebook devices during the course of the school year. Parents and community members are also welcome and encouraged to visit our Parent Empowerment Center where internet access, printers, and other technology tools allow parents to access all communications and information from the District. The District is continuing to improve and expand infrastructure to support this increase in web-based and instructional technology needs.

- 3. Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general education curriculum. Describe how instruction using technology is differentiated to support the individual learning needs of students with disabilities.**

Students have different learning styles. Technology can be used to support the adaptation of those learning styles to deliver content in the way that works best for the student. Assistive technology increases functional capabilities for students with exceptionalities and learning differences. For example, a cochlear implant helps a hearing-impaired student and a wheelchair assists a student with mobility delays. Here are some additional technologies often used in special education:

- Communication boards: The student points to a picture, symbol, word, or letter on an electronic board or tablet.
- Text-to-voice: Many operating systems have a setting that reads everything aloud. There are apps that can scan text and read it out loud.
- Voice-recognition technology: Students who need keyboard alternatives can control their computer with speech.
- Tablets: Students interact with apps and use them for reading, watching videos, visual learning, and text-to-speech tools.
- Apps: Students can access content aligned with curriculum that will engage them in learning concepts.

Common traditional teaching methods use handwritten text on paper, on worksheets and/or workbooks. Some students with disabilities struggle to capture their thoughts on paper because they have poor handwriting skills or because they cannot hold a pen or pencil. Technology gives students extra support that traditional methods cannot provide. With technology, teachers can individualize learning and teach in smaller groups.

Technology can reduce or eliminate barriers to learning for students with exceptionalities. It allows them to be more independent, keep up with their peers, gain self-confidence, and collaborate with classmates.

- 4. How does the district utilize technology to address the needs of students with disabilities to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.**

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through a class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Assistive technology is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill.
- Learning games and other interactive software are used to supplement instruction.
- Other (please identify in Question 4a, below)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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5. Please select the professional development that will be offered to teachers of students with disabilities that will enable them to differentiate learning and to increase student language and content learning through the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Technology to support writers in the elementary classroom | <input checked="" type="checkbox"/> Using technology as a way for students with disabilities to demonstrate their knowledge and skills |
| <input checked="" type="checkbox"/> Technology to support writers in the secondary classroom | <input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology |
| <input checked="" type="checkbox"/> Research, writing and technology in a digital world | <input checked="" type="checkbox"/> Electronic communication and collaboration |
| <input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology | <input type="checkbox"/> Promotion of model digital citizenship and responsibility |
| <input checked="" type="checkbox"/> Reading strategies through technology for students with disabilities | <input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas |
| <input checked="" type="checkbox"/> Choosing assistive technology for instructional purposes in the special education classroom | <input type="checkbox"/> Helping students with disabilities to connect with the world |
| <input checked="" type="checkbox"/> Using technology to differentiate instruction in the special education classroom | <input type="checkbox"/> Other (please identify in Question 5a, below) |

6. How does the district utilize technology to address the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Home language dictionaries and translation programs are provided through technology.
- Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
- Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
- Learning games and other interactive software are used to supplement instruction.
- Other (Please identify in Question 6a, below)

7. The district's Instructional Technology Plan addresses the needs of English Language Learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

7a. If Yes, check one below:

In the 5 languages most commonly spoken in the district

7b. If 'Other' was selected in 7a, above, please explain here.

(No Response)

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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8. Please select the professional development that will be offered to teachers of English Language Learners that will enable them to differentiate learning and to increase their student language development and content learning with the use of technology. Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

<input checked="" type="checkbox"/> Technology to support writers in the elementary classroom	<input checked="" type="checkbox"/> Multiple ways of assessing student learning through technology
<input checked="" type="checkbox"/> Technology to support writers in the secondary classroom	<input checked="" type="checkbox"/> Electronic communication and collaboration
<input checked="" type="checkbox"/> Research, writing and technology in a digital world	<input type="checkbox"/> Promotion of model digital citizenship and responsibility
<input checked="" type="checkbox"/> Writing and technology workshop for teachers	<input checked="" type="checkbox"/> Integrating technology and curriculum across core content areas
<input checked="" type="checkbox"/> Enhancing children's vocabulary development with technology	<input type="checkbox"/> Web authoring tools
<input checked="" type="checkbox"/> Writer's workshop in the Bilingual classroom	<input type="checkbox"/> Helping students connect with the world
<input checked="" type="checkbox"/> Reading strategies for English Language Learners	<input checked="" type="checkbox"/> The interactive whiteboard and language learning
<input checked="" type="checkbox"/> Moving from learning letters to learning to read	<input type="checkbox"/> Use camera for documentation
<input checked="" type="checkbox"/> The power of technology to support language acquisition	<input type="checkbox"/> Other (please identify in Question 8a, below)
<input checked="" type="checkbox"/> Using technology to differentiate instruction in the language classroom	

2022-2025 Instructional Technology Plan - 2021

V. NYSED Initiatives Alignment

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9. How does the district utilize technology to address the needs of students experiencing homelessness and/or housing insecurity to ensure equitable access to instruction and learning? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

<ul style="list-style-type: none"> <input type="checkbox"/> McKinney-Vento information is prominently located on individual school websites, as well as the district website. <input checked="" type="checkbox"/> If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone. <input checked="" type="checkbox"/> Offer/phone/enrollment as an alternative to/in-person/enrollment. <input type="checkbox"/> Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity <input checked="" type="checkbox"/> Create a survey to obtain information/about students' living situations./contact information./access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs. <input type="checkbox"/> Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions. <input type="checkbox"/> Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods. <input checked="" type="checkbox"/> Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide students a way to protect and charge any devices they are provided/with/by the district. <input checked="" type="checkbox"/> Replace devices that are damaged or stolen/as needed. <input type="checkbox"/> Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity. <input type="checkbox"/> Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity. <input checked="" type="checkbox"/> Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website. <input type="checkbox"/> Class lesson plans, materials, and assignment instructions are available to students and families for <input type="checkbox"/> Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ or private online video channel)/. <input type="checkbox"/> Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work. <input type="checkbox"/> Adjust assignments/to be completed successfully using/only/the/resources students have available./ <input type="checkbox"/> Provide online mentoring programs. <input type="checkbox"/> Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues. <input type="checkbox"/> Offer a technology/support hotline during flexible hours. <input type="checkbox"/> Make sure technology/support is offered in multiple languages. <input type="checkbox"/> Other (Please identify in Question 9a, below)
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2022-2025 Instructional Technology Plan - 2021V. NYSED Initiatives Alignment

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10. How does the district use instructional technology to facilitate culturally responsive instruction and learning environments? Please check all that apply from the provided options and/or check 'Other' for options not available on the list.

- a) The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- b) The district uses instructional technology to facilitate classroom projects that involve the community.
- c) The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- d) The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- e) The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- f) The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- g) Other (please identify in Question 10a, below)

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

2022-2025 Instructional Technology Plan - 2021

VI. Administrative Management Plan

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1. Staff Plan

Provide the Full-Time Equivalent (FTE) count, as of plan submission date, of all staff whose primary responsibility is delivering technology integration training and support and/or technical support.

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.60
Technical Support	6.00
Totals:	7.60

2. Investment Plan

Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.

Provide a three-year investment plan to support the vision in Section II and goals in Section IV.

A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question. All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Other (please identify in next column, to the right)	Mobile Devices, Interactive Displays, Active Learning Space	2,700,000	One-time	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
2	Network and Infrastructure	Wi-Fi/Ethernet Phone system Security Video cameras Electronic id card system for	3,500,000	One-time	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public	NA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
		students and staff, Visitor id system Public Address System/Clocks Environmental Controls Increased Internet speed, in and between the buildings (LAN and WAN) Digital Signage, Active Learning Space, Digital Studio, Kiosks, Interactive displays Single Sign On			<input type="checkbox"/> Bond <input checked="" type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
3	Professional Development	Professional Development	115,000	Both	<input checked="" type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input checked="" type="checkbox"/> Grants <input type="checkbox"/> Instructional Materials Aid <input checked="" type="checkbox"/> Instructional Resources Aid <input checked="" type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	NA
4	Staffing	Instructional Technology (Embedded Staff Developers) and Technical Staff	3,000,000	Annual	<input type="checkbox"/> BOCES Co-Ser purchase <input checked="" type="checkbox"/> District Operating Budget <input type="checkbox"/> District Public Bond <input type="checkbox"/> E-Rate <input type="checkbox"/> Grants <input type="checkbox"/> Instructional	NA

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VI. Administrative Management Plan

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					<input type="checkbox"/> Materials Aid <input type="checkbox"/> Instructional Resources Aid <input type="checkbox"/> Smart Schools Bond Act <input type="checkbox"/> Other (please identify in next column, to the right) <input type="checkbox"/> N/A	
Totals:			9,315,000			

3. **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

Yes

4. **Districts are required to post either the responses to this survey or a more comprehensive technology plan that includes all of the elements in this survey. Please provide the URL here. The URL must link to a public website where the survey or plan can be easily accessed by the community.**

The district has a public website.
<https://www.poughkeepsieschools.org/Page/882>

For help with completing the plan, please visit 2022-2025 ITP Resources for Districts on our website, contact your district's RIC, or email edtech@nysed.gov.

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VII. Sharing Innovative Educational Technology Programs

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1. Please choose one or more topics that reflect an innovative/educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a topic that is not on the list.

<input type="checkbox"/> 1:1 Device Program	<input checked="" type="checkbox"/> Engaging School Community through Technology	<input checked="" type="checkbox"/> Policy, Planning, and Leadership
<input type="checkbox"/> Active Learning Spaces/Makerspaces	<input type="checkbox"/> English Language Learner	<input checked="" type="checkbox"/> Professional Development / Professional Learning
<input type="checkbox"/> Blended and/or Flipped Classrooms	<input checked="" type="checkbox"/> Instruction and Learning with Technology	<input checked="" type="checkbox"/> Special Education Instruction and Learning with Technology
<input type="checkbox"/> Culturally Responsive Instruction with Technology	<input checked="" type="checkbox"/> Infrastructure	<input checked="" type="checkbox"/> Technology Support
<input checked="" type="checkbox"/> Data Privacy and Security	<input type="checkbox"/> OER and Digital Content	<input type="checkbox"/> Other Topic A
<input type="checkbox"/> Digital Equity Initiatives	<input checked="" type="checkbox"/> Online Learning	<input type="checkbox"/> Other Topic B
<input type="checkbox"/> Digital Fluency Standards	<input type="checkbox"/> Personalized Learning	<input type="checkbox"/> Other Topic C

2. Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Amy Carr	Director of Instructional Technology	acarr@poughkeepsieschools.org	<input checked="" type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makerspaces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input checked="" type="checkbox"/> Data Privacy and Security <input checked="" type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input checked="" type="checkbox"/> Instruction and Learning with Technology <input checked="" type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input checked="" type="checkbox"/> Personalized

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning <input checked="" type="checkbox"/> Policy, Planning, and Leadership <input checked="" type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input checked="" type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

3. If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted to obtain more information about the innovative program(s) at your district.

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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VII. Sharing Innovative Educational Technology Programs

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	<input type="checkbox"/> 1:1 Device Program <input type="checkbox"/> Active Learning Spaces/Makers paces <input type="checkbox"/> Blended and/or Flipped Classrooms <input type="checkbox"/> Culturally Responsive Instruction with Technology <input type="checkbox"/> Data Privacy and Security <input type="checkbox"/> Digital Equity Initiatives <input type="checkbox"/> Digital Fluency Standards <input type="checkbox"/> Engaging School Community through Technology <input type="checkbox"/> English Language Learner <input type="checkbox"/> Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology <input type="checkbox"/> Infrastructure <input type="checkbox"/> OER and Digital Content <input type="checkbox"/> Online Learning <input type="checkbox"/> Personalized Learning <input type="checkbox"/> Policy, Planning, and Leadership <input type="checkbox"/> Professional Development / Professional Learning <input type="checkbox"/> Special Education Instruction and Learning with Technology <input type="checkbox"/> Technology Support <input type="checkbox"/> Other Topic A <input type="checkbox"/> Other Topic B <input type="checkbox"/> Other Topic C

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