Section I - District LEA Information

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

Cheryl Rabinowitz

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

Other (please identify in Question 2a, below)

2a. If 'Other' was selected in Question 2 above, please identify the title.

Assistant Superintendent for Technology and Innovation

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section II - Strategic Technology Planning

1. What is the overall district mission?

The mission of the Poughkeepsie City School District is to ensure that every student, every day will receive a high-quality, world-class education in every classroom. Students will benefit from a safe learning environment that provides empowering experiences supporting their academic, emotional, physical, and social development. The 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, and responsible for their well-being and the well-being of others.

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, and will provide ongoing professional development and technical support for the integration of technology into teaching and learning."

The Poughkeepsie City School District will provide the following:

- Technology-rich learning environments that promote learning by engaging, challenging and nurturing diverse learners.
- Equitable Access to resources that support the educational environment, including access to the Internet and digital media.
- Opportunities to use technology for communication and collaboration through multimedia, virtual, and e-learning environments as well as, incorporating security technologies to provide a safe and secure learning environment.
- Opportunities for faculty and staff to master technology to create and support the ethical, responsible, and innovative use of technology in the classroom and beyond.
- Apply technology solutions to achieve the district's mission, goals and strategies that are integrated systems connected throughout the district.
- Encourage/support new initiatives, emergent technologies and innovation as a dynamic, continuous process.
- Ensure that materials are available in multiple formats, including but not limited to; large print, braille, and audio as needed.
- Provide ongoing sustained technical and instructional technology support and staff development throughout the district.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	***Providing a Robust Foundational Infrastructure and Connected Technology Systems*** ***The District will provide a robust foundational infrastructure to support Educational and Instructional technology through 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*** • ***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/One Roster Systems***
Goal 2	***Professional Development and Training*** ***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*.***

	List Goals
	***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.)**
Goal 3	***Student Learning - Integration of Technology*** ***Instructional Staff will integrate technology throughout the curriculum and content areas to improve students 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)***

4. Do you want to list a fourth goal that will drive attainment of the vision?

Yes

4a. List Goal #4

Adequate, Equitable and Continued Planning for Sustainability of Instructional Technologies and Learning Environments
To enhance student learning and promote student engagement, embedded with student technology literacy skills, aligned with NYS Common Core & ISTE standards that will provide technology-rich learning experiences, 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 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***

5. Do you want to list a fifth goal that will drive attainment of the vision?

Yes

5a. List Goal #5

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, 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.

6. 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 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. 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
Cheryl Rabinowitz	Asst. Superintendent Technology & Innovation	Technology & Innovation (District)
Sue Ammon	Teacher	Early Learning Ctr.
Cheryl Benanti	Teaching Assistant	Elementary School
Sue Brudnak	Teacher	Elementary School
Brian Cook	Network Analyst	Technology & Innovation (District)
Sean Daneshvar	Director of Technology	Technology & Innovation (District)
Derek DaSilva	Community Member	City of Poughkeepsie
Michelle Devlin	Teacher-Curriculum Specialist	Curriculum, Instruction, Data & Accountability
Janiqua Faircloth	Teaching Assistant	Middle School
Kristina Giangreco	E-Tech Principal	ETECH Program @ High School
Neal Grover	Teacher	High School
Kingsley Henry	Maintenance	District-Wide

Chris Kearse	**Micro Technician**	**Technology & Innovation (District)**
Mary Ivich	**District Treasurer**	**Business Office (District)**
Michelle Martinez-Leffert	**Parent**	**BOE Member**
Tim McQueen	**Community Member**	**Community Member**
Carol Melton	**Teaching Assistant**	**Elementary School**
Tron Melton	**Parent**	**Community Member**
Jeffery Noto	**Principal**	**Elementary School**
Mary Scribner	**Computer Programmer**	**Technology & Innovation (District)**
Laura Tietz	**Teacher**	**High School**
Becky Torres	**Secretary**	**Athletics & Security (District)**
Clarissa Whitaker	**Teaching Assistant**	**High School**
Wendy Wright	**Assistant Principal**	**High School**
Name Omitted for Privacy	**Student**	**High School**
Name Omitted for Privacy	**Student**	**High School**

7. Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.

The district is committed to providing ongoing, sustained training and professional development for teachers, teaching assistants, building and central administrators, clerical support staff, 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 wil 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 utilize resources to the fullest extent possible.
Some of these resources include the use of interactive training using technology, 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

8. How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.

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 data in these workshops-both formal and informal
- 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

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.

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #1

Providing a Robust Foundational Infrastructure and Connected Technology Systems

The District will provide a robust foundational infrastructure to support Educational and Instructional technology through 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***
- ***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/One Roster Systems***

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

4. 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.

- ☑ All students
- ☐ Pre-K-2
- ☐ Grades 3-5/6
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ ELL/MLLs
- ☐ Migrant students
- ☐ Homeless students
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #1 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Evaluation	**To establish as baseline, for equitable access to resources for students and staff and increase safety and communication, the District will conduct a needs assessment of network infrastructure and systems in all buildings for:** • **WiFi/Ethernet** • **Phone system** • **Security Video cameras** • **Electronic id card system for students and staff,** • **Visitor id system** • **Public Address System/Clocks** • **Environmental Controls** • **Assess internet speed in and between the buildings (LAN and WAN)** • **Digital Signage**, **Active Learning Space, Digital Studio, Kiosks, Interactive displays** • **Single Sign On and One Roster Systems**	Assistant Superintendent	N/A	Jan. (01)	2019	0
Action Step 2	Research	**Once data from assessment is completed and reviewed, the District will research and invite vendors in to present connected technology systems (integrated not isolated) options to a committee of representatives from the district; District Technology Dept, District Tech Committee; Teachers, Support Staff, Building Administrators and Central Administrators.**	Assistant Superintendent	N/A	Feb. (02)	2019	0
Action Step 3							

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	Planning	**As part of the District Technology Planning and Smart Bond Planing, the District Technology Committee and Technology Dept will continue to meet and collaborate and finalize the recommendations to present to Supt and BOE.**	Assistant Superintendent	N/A	Feb. (02)	2019	0
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 General Funds, Erate Funds, Smart Bond Funding, Grants, Donations.**	Assistant Superintendent	N/A	March (03)	2019	0

5. 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.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Communications	**1. The Assistant Superintendent will resent District Technology Committee recommendations for the completed Smart Schools Investment Plan and District Technology Plan; indicating the budgetary funding sources; to Supt and Board of Education at BOE Meeting, including a Public Hearing for Smart Schools Investment Plan (SSIP).** **2. Post the final approved District Technology Plan on the website. (Funding is through various sources for District Tech Plan are through (Smart Schools, Erate, Donations, Grant and District Funding)** **3. On the website,post full Smart Schools Investment Plan Document including the SSIPs documents submitted to NYSED on website as they are being recommended.** **4. Communicate via emails, newsletter, memo, website, etc. approved Smart Schools Investment plan from NYSED to Teachers, Support Staff, Building Administrators and Central Administrators, Families, BOE and Public**	Assistant Superintendent	N/A	March (03)	2019	0
Action Step 6	Policy/Protocols	**Develop and/or update any policies and make recommendations to Supt and BOE and protocols relating to systems and infrastructure, data privacy, communication, to students, staff and parents/guardians as applicable, aligned with District Technology Plan and Smart Schools**	Assistant Superintendent	N/A	March (03)	2019	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		Investment Plan.					
Action Step 7	Purchasing	**Once District Technology Plan and Smart Schools Investment Plans have been approved through erate, SmartBond or District Funds, grants, donations, etc. items will be purchased.** **Items include:** • **WiFi/Ethernet** • **Phone system** • **Security Video cameras** • **Electronic id card system for 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 and One Roster Systems**	Assistant Superintendent	N/A	July (07)	2020	3,500,000
Action Step 8	Implementation	**Once approved items in the District Technology Plan and Smart Schools Investment Plans and arrive, they will be become part of the District inventory, any applicable training will be provided and systems and hardware will be implemented and monitored.**	Assistant Superintendent	N/A	Aug. (08)	2020	0

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3,and respond to all questions below.

1. Goal #2

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)**

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

5. 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)

- ☑ All students
- ☐ Pre-K-2
- ☐ Grades 3-5/6
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ ELL/MLLs
- ☐ Migrant students
- ☐ Homeless students
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	**District Technology Committee and Professional Development Committee** **1. 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**	Assistant Superintendent	N/A	Feb. (02)	2019	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		Professional Development **2. Conduct a needs assessment survey of Instructional Technology professional development and training needs of all staff.** **3. 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 Professional Development**					
Action Step 2	Professional Development	**<u>Planning for Professional Development</u>** **• Review data from needs assessment with District Technology Committee and Professional Development Committee** **• Communicate results to school community members.** **• Plan for professional development for teachers in technology integration for teaching and learning in the classroom.** **• Plan for professional development for administrators in technology integration for effectively supporting teaching and learning at the building and district level.** **• Plan professional development/training for staff for technology integration in district supported programs, data management, record keeping,**	Assistant Superintendent	N/A	July (07)	2019	N/A

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		inventorying, help desk, safety, security. • **Provide ongoing training to develop and maintain literacy in the area of cyber security, cyber bullying and technology misuse. Teaching staff will be trained on the risks involved in online transactions, communication, and interactions through social media, text, email and other forms of electronic communication.** • **Plan training for parents/guardians/school community in technology use for parent portal, district communication, and district website navigation.**					
Action Step 3	Implementation	***Implementation of Instructional Technology that 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.**** ***Deliver through any of the following:*** • **BOCES Staff Developers-Model School Days** • **Professional Development from Vendors, using a Turn Key Training Model of Delivery for specific district wide instructional software programs** • **Utilize in-house staff to conduct**	Assistant Superintendent	N/A	July (07)	2019	N/A

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		staff development on Superintendent's Conference Days, faculty meetings, Collaborative Planning Periods • **Planning for Embedded Professional Staff Development,i.e teachers, administrators,Instructional Technology Facilitators, (TOSA-Teachers On Special Assignment) in order to support teachers in the integration of technology into teaching and learning.** • **In-service, afterschool, Fall, Spring and Summer Training** • **Professional Development can also be provided by in house instructional and administrative staff.** • **Other Trainings may also be provided by professional instructional and non instructional staff.**					
Action Step 4	Staffing	**Develop a job description for Instructional Technology Facilitators (Teachers On Special Assignment) TOSAs in order to support teachers in the integration of technology into teaching and learning. Embed teacher support of classroom technology use through a technology instructional support facilitator who co-teaches lessons, models technology integration, communicates tips and resources, promotes**	Assistant Superintendent	N/A	July (07)	2019	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		available resources and programs, meets with teachers individually and in small group environments to answer questions and make suggestions, and offers technology trainings after school and throughout the year. Develop a job description for Technical Support Staff in order to provide ongoing support teachers, students and administrators with sustainable technical support of resources, equipment and infrastructure, to support teaching and learning.					

5. 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.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	Communicati	**Communication of Instructional Technology Staff Development 1. Utilize a a two-way electronic**	Assistant	N/A	Sept. (09)	2021	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	ons	**communication system for all school community stakeholders to distribute information about upcoming available professional development, and receive feedback on professional development/trainings,** **2. Plan to create an online repository of professional development information and directions following technology trainings/PD.** **3. Create an annual professional development/training menu of offerings based on survey results and district needs and communicate it to school community members.**	Superintendent				
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 Technical Support (7)** **4. Budget for Administrative Technology Support (1)** **5. Budget for Professional Development through BOCES COSER and Outside Instructional Technology Contractors as applicable**	Assistant Superintendent	N/A	July (07)	2019	1,000,050
Action Step 7	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 Technical Support (7)** **4. Budget for Administrative Technology Support (1)** **5. Budget for Professional**	Assistant Superintendent	N/A	July (07)	2020	1,000,050

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		Development through BOCES COSER and Outside Instructional Technology Contractors as applicable					
Action Step 8	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 Technical Support (7)** **4. Budget for Administrative Technology Support (1)** **5. Budget for Professional Development through BOCES COSER and Outside Instructional Technology Contractors as applicable**	Assistant Superintendent	N/A	July (07)	2021	1.000,050

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1. Goal #3

Student Learning Through the Meaningful Integration Of Technology
Instructional Staff will integrate technology throughout the curriculum and content areas to improve students 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.

1. 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)

- ☑ All students
- ☐ Pre-K-2
- ☐ Grades 3-5/6
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ ELL/MLLs
- ☐ Migrant students
- ☐ Homeless students
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year 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 with support of Instructional Technology Facilitators.**	Instructional Technology Coach	N/A	Aug. (08)	2019	0
Action Step 2	Curriculum	**Review of curriculum to edit to integrate technology and embed technology skills aligned with NYS**	Instructional	N/A	Aug. (08)	2019	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		Common Core 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 to students on how to handle inappropriate online activity. This includes but is not limited to cyber bullying, threats, and inappropriate dialogue via social media.**	Technology Coach				
Action Step 3	Budgeting	**Provide time for teachers during the summer curriculum writing to develop lessons and units that incorporate technology into the curriculum.**	Superintendent	N/A	Aug. (08)	2019	0
Action Step 4	Curriculum	**Creation of a high school course which acts as a student help/repair desk where students can gain technology knowledge and skills..**	Assistant Superintendent	N/A	Aug. (08)	2020	0

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Curriculum	**Addition of elective classes K-12 in STEAM activities to support and introduce STEAM skills.**	Assistant Superintendent	N/A	Aug. (08)	2020	0
Action Step 6	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).** • **Develop specific milestones for Grades 6-12 student technology portfolios and correlation to the NYS Learning Standards and the International Society for Technology in Education (ISTE) Standards.**	Other (please identify in next column, to the right)	N/A	June (06)	2021	0
Action Step 7	Other (please identify in Column 2, Description)	N/A	Other (please identify in next column, to the right)	N/A	(No Response)	(No Response)	0
Action Step 8	Other (ple	N/A	Other (ple	N/A	(No Respon	(No Respon	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	ase identify in Column 2, Description)		ase identify in next column, to the right)		se)	se)	

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1. Goal #4

Adequate and equitable instructional technology tools throughout the district for all students and staff

To enhance student learning and promote student engagement, the District will provide adequate and equitable instructional technology tools throughout the district for all students and staff; including but not limited to:

- ***digital content, streaming media and 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***

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

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

3. Target Student Population(s)

- ☑ All students
- ☐ Pre-K-2
- ☐ Grades 3-5/6
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ ELL/MLLs
- ☐ Migrant students
- ☐ Homeless students
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #4 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Planning for expanding equitable access for students', teachers, administrators access to computer technology by increasing the availability of mobile devices available throughout the school day. By increasing the number of laptops and Chromebook carts available throughout the district, this will allow students to have access to computer technology for classroom use, and projects. (1 to 1 program for students to be able to access	Assistant Superintendent	N/A	Sept. (09)	2020	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		educational resources at school or at home..)					
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 G Suite for Education.	Assistant Superintendent	N/A	Sept. (09)	2020	0
Action Step 3	Planning	Review and update the educational software and web-based instructional system acquisition process and polices to ensure that a full and adequate evaluation has been completed prior to purchasing.	Assistant Superintendent	N/A	June (06)	2019	0
Action Step 4	Budgeting	Using district fund, Smart Schools Investment Plan, Grant Monies, District Coser, secure funding for these instructional technologies.	Assistant Superintendent	N/A	June (06)	2020	2,700,000

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year 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.	Assistant Superintendent	N/a	June (06)	2021	0
Action Step 6	Purchasing	After funds are secured and/or awarded, these instructional technologies will be purchased and barcoded and then assigned to classrooms.	Assistant Superintendent	N/A	Sept. (09)	2020	0
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.	Assistant Superintendent	N/A	Sept. (09)	2020	0
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: • 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	Assistant Superintendent	N/A	June (06)	2021	0

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section III - Action Plan

Copy Goal # 5, which you listed in Section II by responding "Yes" to Question 5, and respond to all questions below.

1. Goal #5

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.

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

3. Target Student Population(s)

- ☑ All students
- ☐ Pre-K-2
- ☐ Grades 3-5/6
- ☐ Middle School
- ☐ High School
- ☐ Students with Disabilities
- ☐ ELL/MLLs
- ☐ Migrant students
- ☐ Homeless students
- ☐ Economically disadvantaged students
- ☐ Students between the ages of 18-21
- ☐ Students who are targeted for dropout prevention or credit recovery programs
- ☐ Other (please identify in Question 3a, below)

4. List the action steps that correspond to Goal #5 from your answer to Question 1, above.

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Community Partnerships	**The District Technology Committee will develop a survey for parents and community around educational technology.** **The survey will be distributed in English and Spanish, and available online and in print.** **The district will also seek input and feedback from community members and families through multiple venues,**	Assistant Superintendent	N/A	Jan. (01)	2019	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		such as email, text, website, digital signage, kiosks, family and public workshops throughout the school year.					
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 and plan training for parents/guardians/school community in technology use for: parent portal, district communication, and district website navigation and future needs to be determined.**	Assistant Superintendent	Family University,	June (06)	2020	5,000
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**	Assistant Superintendent	N/A	Sept. (09)	2019	0
Action Step 4	Research	**Provide professional development opportunities for schools and teachers to maintain a web presence through teacher websites, Google Classroom, Parent Portal and other**	Assistant Superint	N/A	June (06)	2020	0

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
		forms of social media. **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 information about the Parent Portal can be shared in various communications with parents.**	end ent				

5. 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 - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	(No Response)	N/A	(No Response)	N/A	(No Response)	(No Response)	0
Action Step 6	(No Res	N/A	(No Res	N/A	(No Res	(No Res	N/A

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	pon se)		pon se)		pon se)	pon se)	
Action Step 7	(No Res pon se)	N/A	(No Res pon se)	N/A	(No Res pon se)	(No Res pon se)	0
Action Step 8	(No Res pon se)	N/A	(No Res pon se)	N/A	(No Res pon se)	(No Res pon se)	0

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section IV - NYSED Initiatives Alignment

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

The Division of Technology and Innovation will work with the Division of Curriculum, Instruction, Data and Accountability 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. Curriculum and Instruction focuses on the role technology resources play in enhancing curriculum delivery and assessment of student achievement. In supporting the implementation of the Common Core Learning Standards and the integration of technology into the curriculum, Curriculum Specialists from the Department of Curriculum and Instruction work with teachers develop the curriculum resources and related training materials for use throughout the district. Technology resources support student centered learning as well as the delivery of instruction according to individual student learning needs and assists teachers with the development and delivery of assessments, and the organization and analysis of assessment data. Instructional management tools are required to link standards, content, and methodology with assessments, teaching and learning resources, and student academic achievement.

2. 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 curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.

Students have different learning styles. Technology can adapt to those learning styles to deliver content in the way that works best for the student. Assistive technology increases functional capabilities for students with disabilities 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 and in worksheets and 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 in special education. It allows them to be more independent, keep up with their peers, gain self-confidence, and collaborate with classmates.

3. How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- ☐ 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.
- ☑ 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 3a, below)

4. 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 their student language and content learning with the use of technology. Check all that apply.

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the secondary classroom
- ☑ Research, writing and technology in a digital world
- ☐ Enhancing children's vocabulary development with technology
- ☐ Reading strategies through technology for students with disabilities
- ☑ Choosing assistive technology for instructional purposes in the special education classroom
- ☑ Using technology to differentiate instruction in the special education classroom
- ☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
- ☐ Multiple ways of assessing student learning through technology
- ☐ Electronic communication and collaboration
- ☐ Promotion of model digital citizenship and responsibility
- ☐ Integrating technology and curriculum across core content areas
- ☐ Helping students with disabilities to connect with the world
- ☐ Other (please identify in Question 4a, below)

5. How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.

- ☐ 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/MLL 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 5a, below)

6. The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.

Yes

6a. If Yes, check one.

In the 5 most spoken languages in the district

6b. If 'Other' was selected in 6a, above, please explain here.

(No Response)

7. Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the Secondary classroom
- ☐ Research, writing and technology in a digital word
- ☐ Writing and technology workshop for teachers
- ☐ Enhancing Children's Vocabulary Development with technology
- ☐ Writer's workshop in the Bilingual classroom
- ☐ Reading strategies for English Language Learners
- ☐ Moving from learning letters to learning to read
- ☐ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom
- ☐ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion and model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☐ Web authoring tools
- ☐ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 7a, below)

8. How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?

- ☐ 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.
- ☑ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☐ 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.
- ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☐ 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.
- ☐ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Section V - Administrative Management Plan

1. Staff Plan

	Full-time Equivalent (FTE)
District Technology Leadership	2.00
Instructional support	0.00
Technical Support	4.00
Totals:	**6.00**

2. Investment Plan

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	Other (please identify in next column, to the right)	Mobile Devices, Interactive Displays, Active Learning Space	2,700,000	One-Time	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	WiFi/Ethernet Phone system Security Video cameras Electronic id card system for students and staff, Visitor id system Public Address System/Clocks Environmental Controls Increased Internet speed, in and between the buildings (LAN and WAN) Digital	3,500,000	One-Time	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☑ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☑ Smart Schools	N/A

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
		Signage, Active Learning Space, Digital Studio, Kiosks, Interactive displays Single Sign On/One Roster Systems			☐ Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	Professional Development	150,000	Both	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☑ Grants ☐ Instructional Materials Aid ☑ Instructional Resources Aid ☑ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Staffing	Instructional Technology(Embedded Staff Developers) and Technical Staff	3,000,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
Totals:			**9,350,000**			

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. **Please indicate whether or not the district has a public website.**

The district has a public website.

4a. **Provide the URL of the district's public website.**

https://www.poughkeepsieschools.org/

5. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

Yes

5a. **If 'Yes' was selected in Question 5 above, please identify the responsible person's title.**

Director of Technology/Network Analyst

6. **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

Yes

6a. **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

Assistant Superintendent for Curriculum, Instruction, Data & Accountability

7. **Has a district-wide information security and/or privacy audit ever been performed in the district?**

No

8. **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

Yes

9. **Does the school district provide for educating minors about cyberbullying awareness and response?**

Yes

10. **Does the district have an Internet Safety Policy?**

Yes, and I will provide the URL to the policy.

10b. **Please provide the URL to the district's Internet Safety Policy.**

https://www.poughkeepsieschools.org/domain/231

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will provide the URL to the policy.

11b. **Please provide the URL to the district's Cyberbullying Policy.**

http://www.poughkeepsieschools.org/domain/350

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

Yes, and I will provide the URL to the Parents' Bill of Rights for Data Privacy and Security.

12a. **What year was the Parents' Bill of Rights for Data Privacy and Security policy first posted?**

2014

12b. Please provide the URL to the district's Parents' Bill of Rights for Data Privacy and Security.

http://www.poughkeepsieschools.org/domain/348

13. Does the district have an information breach policy that addresses the district's planned response to an information breach?

Yes, and I will provide the URL to the policy.

13b. Please provide the URL to the policy that addresses the district's planned response to an information breach.

https://www.poughkeepsieschools.org/domain/351

14. Provide a direct link to the district's technology plan as posted on the district's website.

https://www.poughkeepsieschools.org/domain/231

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Sharing Innovative Educational Technology Programs

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 category that is not on the list.

- ☐ Active Learning Spaces/Makerspaces
- ☐ Culturally Responsive Instruction with Technology
- ☐ Device Planning and Implementation (1:1; BYOD)
- ☐ Digital Citizenship
- ☐ Infrastructure
- ☐ OER and Digital Curriculum
- ☐ Personalized Learning
- ☐ Pilots and Proof of Concept
- ☐ Policy, Planning, and Leadership
- ☐ Privacy and Security
- ☐ Professional Learning
- ☐ Project-based Learning
- ☐ Other Topic A
- ☐ Other Topic B
- ☐ 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	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ 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 in order to obtain more information about the innovative program(s) at your district.

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

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				☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
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				Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
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	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
				Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.