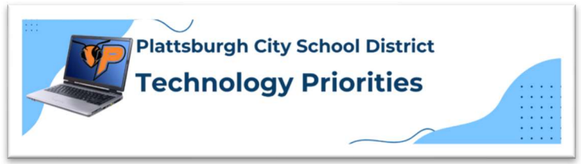
The Plattsburgh City School District believes that technology use should be integrated into the curriculum creating active usage for both teaching and learning. We are committed to providing the resources, skills, and instruction necessary for our students and staff to thrive in a technologically literate world. In this rapidly evolving, information-centered age, it is essential to prepare our students to be proficient with technology tools, engage in a technology-rich environment, and develop essential life skills.

Vision Strategies:

- The process to achieve our vision must be monitored to ensure student learning.
- The identification of high-quality curriculum/instruction content is essential to the success of meeting student needs.
- The technology used must be student-centered, focusing on active engagement.
- Professional development for teachers must be provided.
- The proper infrastructure support is critical to the success of implementing the technology vision.



Priority #1 Financial Capacity **Objective: Plattsburgh City School District will develop and implement a sustainable, data-informed technology plan that maximizes educational impact while maintaining fiscal responsibility, ensuring that all investments in digital tools and infrastructure are aligned with the district's financial capacity and strategic priorities.**				
Action	Evaluation Performance Measure/ Data Source	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
Collaborate with district leadership and finance teams to create and align budget codes that transparently track technology expenditures, enabling targeted funding for high-impact initiatives and ensuring compliance with state and federal guidelines.	**Evaluation Performance Measures:** • Number of new or revised budget codes aligned with technology initiatives • Percentage of technology expenditures tracked through designated codes • Timeliness and accuracy of financial reporting on tech-related spending • Stakeholder satisfaction with transparency and clarity of tech funding **Data Sources:** • District financial reports and budget documents • Internal audits or reviews of budget code usage • Meeting minutes from finance/tech planning committees • Feedback from business office and tech leadership	❑ Annually evaluate fiscal sustainability of the technology plan • Number of new or revised budget codes aligned with technology initiatives • Percentage of technology expenditures tracked through designated codes • Timeliness and accuracy of financial reporting on tech-related spending • Stakeholder satisfaction with transparency and clarity of tech funding.		
Establish and maintain strategically funded budget	**Performance Measures:**	❑ Conduct annual evaluation of the fiscal sustainability of the technology plan	❑ Implement revised budget codes and begin tracking technology	❑ Evaluate effectiveness of budget code

codes that support the district's technology initiatives. Collaborate with district leadership and finance teams to ensure transparent tracking of technology expenditures, enabling targeted investments in high-impact areas and compliance with state and federal funding guidelines.	• Number of new or revised budget codes aligned with technology initiatives • Percentage of technology expenditures tracked through designated codes • Timeliness and accuracy of financial reporting on technology spending • Stakeholder satisfaction with transparency and clarity of technology funding **Data Sources:** • District financial reports and budget documents • Internal audits or reviews of budget code usage • Meeting minutes from finance and technology planning committees • Feedback from business office and technology leadership	❑ Identify and pursue grant funding opportunities to supplement the technology budget ❑ Begin collaboration with finance teams to review and revise existing budget codes	expenditures through designated codes ❑ Provide training for finance and technology staff on new coding and reporting procedures ❑ Monitor and report on the accuracy and timeliness of financial data related to technology spending	implementation and reporting systems ❑ Collect stakeholder feedback on transparency and clarity of technology funding ❑ Refine budget codes and financial tracking systems based on evaluation data ❑ Develop a long-term financial strategy for sustaining technology initiatives beyond the three-year plan
Action: Evaluate the cost-benefit ratio to ensure efficient allocation of resources. **optimize the district's investment in digital tools by using ClassLink's analytics to monitor software usage across grade levels and departments, ensuring that resources are allocated to platforms that demonstrate strong instructional impact and financial efficiency.**	**Evaluation Performance Measures:** Optimize software usage and resource allocation through data-informed decision-making. **Performance Measure**: Identification and reduction of underused or redundant digital tools; increased usage of high-impact, cost-effective platforms. **Data Source**: ClassLink analytics reports segmented by grade level and department, software usage trends, and cost-benefit analysis documentation. **Frequency**: Quarterly review and annual summary.	❑ Implement a review process using ClassLink's analytics to assess software usage trends, identify underutilized tools, and engage stakeholders in evaluating instructional relevance beginning and end of year ❑ Conduct annual cost-benefit analyses of all licensed digital tools by comparing usage data with subscription costs, instructional outcomes, and stakeholder feedback to guide purchasing decisions and reallocate funds as needed	❑ **Monitor Software Usage** - % of tools reviewed quarterly - # of underused tools identified - % increase in usage of high-impact tools - ClassLink usage reports - Teacher/student surveys - Instructional tech team meeting notes ❑ **Evaluate Cost-Benefit Ratio** - Cost per active user per tool - # of tools discontinued or consolidated - $ saved or reallocated annually- Software licensing invoices - ClassLink analytics - Cost-benefit analysis reports	

Priority #2 Technology Hardware

Objective: Plattsburgh City School District will ensure equitable, efficient, and future-ready access to technology hardware across the district by implementing a sustainable infrastructure plan that supports teaching, learning, and operational excellence.

Action	Evaluation Performance Measure/ Data Source	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
The district will implement a comprehensive hardware strategy to ensure timely deployment, consistent functionality, and equitable access to devices and presentation tools. This	**Evaluation Performance Measures:** Percentage of classrooms equipped with up-to-date instructional hardware. **Data Source**: Hardware inventory reports, upgrade schedules, and teacher feedback. **Frequency**: Annually.	❑ 50 teacher devices ❑ Update to Windows 11 and remove devices that cannot operate the system by September 2025 ❑ Upgrade presentation areas (Stafford Middle School auditorium, PHS Auditorium, Duken Board Room, Duken Training Room) ❑ Survey principals for other presentation needs	❑ Establish a device rotation plan for Teaching Assistants (TAs)Establish a device rotation plan for CSEA staff ❑ Continue monitoring hardware deployment and support metrics	❑ Ensure deployment of devices within 24 hours for new staff/students or faulty equipment, supported by a stock of pre-prepped devices

includes upgrading instructional spaces, establishing staff device rotation plans, streamlining support through a ticketing system, and standardizing classroom technology expectations. Proactive planning, efficient inventory management, and basic troubleshooting training will support a reliable infrastructure for teaching and learning.	**Evaluation Performance Measures:** Reduction in average response and resolution time for tech support requests. **Data Source**: Help desk ticketing system analytics, staff satisfaction surveys. **Frequency**: Quarterly. **Evaluation Performance Measures:** Adherence to a 3–5 year device replacement cycle across grade levels. **Data Source**: Device lifecycle documentation, procurement records, and IT asset management reports. **Frequency**: Annually. **Evaluation Performance Measures:** Time taken to deploy and configure devices at the start of each school year. **Data Source**: IT deployment logs, staff feedback, and incident reports. **Frequency**: Annually (pre- and post-deployment). **Evaluation Performance Measures:** Percentage of classrooms meeting district-defined technology standards. **Data Source**: Classroom tech audits, walkthrough checklists, and teacher surveys. **Frequency**: Biannually.	❑ Relaunch ticketing system for building principals to communicate building space hardware needs ❑ District decision on lanes of responsibility, lights, microphone, speakers, projection, etc. ❑ Accurate one sheet being shared across all classroom ❑ TA device rotation plan established ❑ CSEA device rotation plan established ❑ Deploy devices within 24 hours for new students/staff that is fully prepared with necessary functions and has be tested with the student account to make sure that everything is operational (This process will be captured in a check sheet that is given to all IT personnel) ❑ Backstock of fully prepped devices. ❑ IT Office with notify staff/students when automatic monthly update is happening ❑ Prepare a timeline for opening and closing of school. (Pre network checks, ClassLink dashboard) ❑ Utilizing the ticketing system with clear time lines, 24 hours send a message to students and staff if an IT requires more time ❑ Send IT person to buildings more frequently to manage tickets ❑ Provide basic PD of troubleshooting ❑ Evaluate and update the list of approved and blocked websites/applications within the ClassLink Launchpad monthly to ensure the compliance with AUP		❑ Implement monthly automatic update notifications from the IT office to staff and students ❑ Review and refine device replacement cycles and support protocols based on performance data

Priority #3: Professional Development and Job Embedded Proficiencies

Objective: Plattsburgh City Schools will develop a comprehensive professional development program that will ensure educators, administrators, and support staff are equipped with the necessary skills and knowledge to effectively utilize technology in their roles. By providing tailored training sessions, workshops, and resources, we aim to foster a technology-rich environment that supports teaching excellence, promotes student engagement, and cultivates essential life skills.

Action	Evaluation Performance Measure/ Data Source	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
Establish clear expectations and support systems for job-embedded technology proficiency across all staff roles—including educators, administrators, and support staff—through targeted training, coaching, and feedback mechanisms	**Performance Measures:** • Percentage of staff completing required technology proficiency modules • Percentage of staff demonstrating proficiency through job-embedded tasks or micro-credentials • Increase in staff-reported confidence using district technology tools	❑ Administer self-assessment survey to new staff to identify baseline proficiency and inform coaching cycles ❑ Promote and communicate Vector training opportunities quarterly to all staff ❑ Monitor staff usage of Vector training modules and evaluate effectiveness of current learning pathways	❑ Launch a formal feedback system to gather staff input on training pathways and refine offerings based on insights ❑ Continue monitoring completion rates and proficiency demonstration across roles	❑ Assign targeted coaching responsibilities to integrationists for staff who have not met proficiency benchmarks ❑ Expand micro-credentialing opportunities to

	Data Sources: • Principal observations and coaching goal documentation • Vector training completion reports • Staff self-assessment surveys and feedback forms	❑ Implement a feedback mechanism to collect ongoing staff input on training relevance and effectiveness ❑ Assign coaching support from district or building-level integrationists to staff not meeting proficiency expectations	❑ Adjust training modules and coaching strategies based on feedback and performance data	recognize and reward demonstrated proficiency ❑ Conduct a district-wide review of professional development outcomes and update technology proficiency standards
Develop and implement professional development focused on job-embedded technology proficiencies that align with district communication protocols. Ensure all staff understand and follow established lanes of communication to improve support efficiency and collaboration.	**Performance Measures:** • Percentage of staff completing communication protocol training • Reduction in misrouted or unresolved tech support requests • Increase in staff understanding of communication channels (measured via pre/post surveys) **Data Sources:** • Professional development attendance and completion records • Help desk/ticketing system analytics • Feedback from building administrators and IT staff	❑ Send biannual reminders outlining lanes of communication to all stakeholder groups ❑ Review and update the lanes of communication menu for accuracy and clarity ❑ Create and distribute training materials explaining the use and importance of communication protocols ❑ Begin tracking training completion rates and support request efficiency	❑ Launch interactive training modules focused on applying communication protocols in job-specific scenarios ❑ Conduct pre/post surveys to measure staff understanding and confidence in using communication channels ❑ Use help desk analytics to identify common miscommunication issues and adjust training accordingly	❑ Integrate communication protocol training into onboarding for new staff and annual refresher courses ❑ Assign coaching or support from integrationists for staff needing additional guidance ❑ Conduct a district-wide review of communication effectiveness and refine protocols based on feedback and performance data

Priority #4: Curriculum Integration and Instructional Professional Development

Objective: Plattsburgh City Schools will develop a comprehensive professional development program focused on integrating technology into the K-12 curriculum. Integration will enhance the educational experience by integrating technology to foster engagement, digital literacy, collaboration, and real-world problem-solving skills.

Action	Evaluation standards Performance Measure/ Data Source	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028
Implement a district-wide professional development program that equips educators with the skills to integrate interactive and multimedia tools into instruction. Focus on fostering digital literacy, student engagement, collaboration, and real-world	**1. Participation** a. *Measure:* % of staff attending PD workshops b. *Source:* Attendance logs (Quarterly) **2. Engagement** a. *Measure:* Staff satisfaction and usefulness of PD	❑ Update PD plans annually based on new applications, instructional practices, and hardware to assist in decision making for future years. Attention should be given to participation, engagement, skill acquisition, classroom integration, student impact, collaboration, and sustainability)	❑ Design activities and accountability measures to reinforce student skill development ❑ Encourage students to practice and showcase their work using integrated technology tools	

problem-solving across all grade levels.	b. *Source:* Post-session surveys (After each session) **3. Skill Acquisition** a. *Measure:* Growth in staff confidence using digital tools b. *Source:* Pre/post self-assessments (Each PD cycle) **4. Classroom Integration** a. *Measure:* % of teachers applying new tools in lessons b. *Source:* Observations (Biannually) **5. Student Impact** a. *Measure:* Increase in student engagement and tech use b. *Source:* Surveys, reflections, LMS analytics (Annually) **6. Collaboration** a. *Measure:* Number of cross-department tech-integrated projects b. *Source:* PLC and meeting notes (Years 2 & 3) **7. Sustainability** a. *Measure:* Formation of peer-led tech support groups b. *Source:* Integrationist meeting notes (Years 2 & 3)	❑ Introduce "Look Fors" for building instructional leaders to observe tech integration (e.g., engagement, rigor, student-centered learning) ❑ Facilitate technology-integrated lesson development through workshops, peer observations, and reflective practices	❑ Continue peer-led support and collaborative planning to sustain integration efforts	
Implement a comprehensive student-centered technology integration plan that builds digital citizenship, information literacy, and equitable access. Ensure students engage meaningfully with digital tools across the curriculum and demonstrate growth over time. This action will be measured on curriculum integration, digital citizenship,	**1. Curriculum Integration** a. *Measure:* % of students using digital tools in core subjects b. *Source:* Observations, lesson plans (Biannually) **2. Digital Citizenship Awareness** a. *Measure:* Understanding of online safety, ethics, responsibility b. *Source:* Surveys, modules (Annually) **3. Information Literacy**	❑ Introduce digital citizenship curriculum across grade levels ❑ Begin baseline assessments of student digital literacy ❑ Ensure all students have access to devices and internet ❑ Integrate basic digital tools into core subject instruction	❑ Expand tech-integrated project-based learning opportunities ❑ Launch student-led digital literacy initiatives (e.g., peer mentoring) ❑ Begin tracking growth in digital proficiency using portfolios ❑ Provide targeted support for students with limited access or skills	❑ Conduct longitudinal analysis of student digital literacy development ❑ Showcase student work through digital exhibitions or portfolios ❑ Refine curriculum based on multi-year data and student feedback

information literacy, engagement & application, equity of access, device usage and growth over time.	a. *Measure:* Ability to locate, evaluate, and use digital information b. *Source:* Rubrics, assessments (Annually), teacher observation, reflection **4. Engagement & Application** a. *Measure:* Participation in tech-integrated projects b. *Source:* Reflections, LMS analytics (Quarterly) **5. Equity of Access** a. *Measure:* % of students with reliable device/internet access b. *Source:* Inventories, surveys (Annually) **6. Device Usage** a. *Measure:* Frequency and purpose of device use b. *Source:* Logs, teacher feedback (Quarterly) **7. Growth Over Time** a. *Measure:* Improvement in digital skill proficiency b. *Source:* Pre/post assessments, portfolios (Annually) **8. Longitudinal Assessment** a. *Measure:* Multi-year tracking of tech proficiency b. *Source:* Cumulative records, portfolios (Year 3)			❑ Establish student tech leadership teams to support ongoing integration
Implement digital platforms and instructional strategies that promote collaboration among students and teachers. Focus on tools that support teamwork, peer feedback, shared projects, and real-time communication across classrooms and grade levels. • This action item will be based on Collaboration Frequency, Tool Usage, Communication Skills		❑ Identify and train staff on core digital collaboration tools (e.g., Teams, Microsoft Office Suite) ❑ Launch pilot collaborative projects in select classrooms ❑ Provide professional development on designing tech-integrated group activities ❑ Begin collecting baseline data on tool usage and student collaboration	❑ Expand collaborative projects across grade levels and departments ❑ Introduce peer feedback systems using digital platforms ❑ Develop rubrics to assess communication and teamwork skills ❑ Facilitate cross-classroom or cross-school collaborative initiatives	❑ Establish student-led digital collaboration teams or clubs ❑ Showcase collaborative student work through digital exhibitions or virtual showcases ❑ Conduct longitudinal analysis of collaboration skill development

Growth, Staff Engagement, Student Feedback				❑ Refine tools and strategies based on feedback and performance data
Integrate project-based learning (PBL) into the curriculum using digital tools that encourage students to think critically, solve authentic problems, and express creativity through innovative solutions.		❑ Provide professional development on designing and facilitating tech-integrated PBL ❑ Pilot PBL units in select classrooms across grade levels ❑ Introduce digital tools (e.g., video editing, coding platforms, design software) to support student innovation ❑ Begin collecting baseline data on student engagement and skill development	❑ Expand PBL implementation across all schools and content areas ❑ Establish student digital portfolios to track project work and growth ❑ Host school-wide or district-wide showcases of student innovation ❑ Provide coaching and peer collaboration opportunities for teachers	❑ Integrate interdisciplinary PBL units that address community or global challenges ❑ Launch student-led innovation labs or maker spaces ❑ Conduct longitudinal analysis of student growth in 21st-century skills ❑ Refine curriculum and tools based on student outcomes and feedback
Develop and execute a comprehensive district-wide plan to roll out, raise awareness, and integrate the NYS CSDF Standards into curriculum, instruction, and assessment practices to prepare students for success in a digital world. This action item will be based on: • Curriculum Alignment, Staff Training & Awareness, Student Competency, Technology Integration, Community & Career Readiness, Equity & Access		❑ Evaluate current CSDF implementation status to identify gaps and PD needs ❑ Review curriculum maps to identify missing CSDF standards ❑ Launch and maintain a district webpage dedicated to NYS CSDF Learning Standards ❑ Develop a detailed training timeline and ensure all teachers receive foundational training	❑ Continue developing professional learning aligned with best practices and current research ❑ Support instructional leaders in embedding CSDF standards into lesson planning and evaluation ❑ Begin integrating CSDF-aligned student projects into core subjects	❑ Use digital communication and social media to inform stakeholders about CSDF implementation progress ❑ Ensure all credit-bearing computer science courses are fully aligned with NYS CSDF Standards ❑ Expand community partnerships to support real-world applications of digital fluency

Refine the coaching cycle for Building Technology Integrationists and first- and second-year teachers by incorporating targeted professional development, regular feedback loops, collaborative planning, and recognition systems to promote effective technology use in instruction.		❑ Launch quarterly PD sessions for Building Technologists focused on new tools and updates ❑ Promote the Technology Integration Toolkit through hands-on training and practical examples ❑ Implement structured coaching cycles for first-year teachers with regular feedback and planning ❑ Begin collecting baseline data on teacher confidence and tech integration effectiveness	❑ Develop feedback assessments for second-year teachers to inform future coaching cycles ❑ Expand collaborative planning between coaches and teachers across grade levels ❑ Refine PD offerings based on teacher goals, challenges, and integration outcomes ❑ Begin documenting success stories and best practices for internal sharing	❑ Establish a recognition system for teachers and integrationists demonstrating excellence in tech integration ❑ Scale coaching resources and models district-wide for sustainability ❑ Share success stories and best practices across the school community to inspire broader adoption ❑ Conduct a district-wide review of coaching impact and refine strategies for future cohorts