

Adirondack Central School District



Instructional Technology Plan

2022 – 2025

Connect ... Grow ... Collaborate ... Inspire

Adirondack Central School District
Instructional Technology Plan 2022-2025
Adopted by the Adirondack Central School District

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**2022-2025 NYSED Instructional Technology Plan
Adirondack Central School District**

2021-2022 Adirondack Central School District's Technology Committee

Michael Adams, Technology Specialist

Richard Chrisman, Elementary Interventional Specialist and ATA President

Michael Faustino, Director of Curriculum, Instruction, and Technology

Rachael Fauvelle, Speech and Language

Wendy Foye, Director of Special Education

Dan Granato, Teacher and Chair of the Department

Kelly Hoehn, Elementary Teacher and Elementary Webmaster

Karen Ingersoll, High School Science Teacher

Crystal A Leichty, Technology Support and Maintenance

Nick Palczak, HS Physics Teacher and STEAM Coordinator

Dan Roberts, High School Assistant Principal

Ira Smith, High School Science Teach and Department Chair

Jill Rowlands-Will, Middle School Principal

Jill Schafer, Boonville Elementary Principal, Director of Social Media and Parent Square

Heidi Smith - High School Principal

Linda Weber, West Leyden Elementary Principal and District Data Coordinator

Justin Wiedrick, Middle School Math Teacher, STEAM Facilitator, and District Webmaster

Shane Youngs, Technology Specialist

Michelle L Zeigle, Library and Media Center Coordinator

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The Adirondack Central School District Vision Statement

The mission of the Adirondack Central School District is to assure that all students graduate with the knowledge, skills, behaviors, and attitudes necessary to succeed in the world of work, in higher education, and as productive, contributing members of society.

Adirondack Central School District, in collaboration with parents and the community, promotes academic excellence and embraces diversity in a student-centered environment ensuring every student has equitable access to acquire skills and knowledge to succeed.

The Adirondack Central School District Goals

Adirondack GOAL STATEMENT #1

To build a collaborative partnership in our school and our community with open, transparent communication building trust and positive culture.

- **Transparency**
- **Building connections with all stakeholders**
- **Building unity across the ACS District**
- **Encouraging utilization of District resources throughout the community**

Adirondack GOAL STATEMENT #2

The Adirondack Central School District is committed to supporting and sustaining a safe, respectful and accepting environment.

- **Foster a mentally and emotionally supportive environment for all members of our school community**
- **Survey stakeholders/seek feedback**
- **Counseling services**
- **Wellness Center**

Adirondack GOAL STATEMENT #3

The district will provide an educationally sound and fiscally responsible budget that supports students in achieving the vision and mission of the district.

- **Create, expand, and sustain educational opportunities for all stakeholders**
- **Develop and expand community-based opportunities**

Adirondack GOAL STATEMENT #4

The Adirondack Central School District is committed to providing a comprehensive academic program with customized learning for each learner to reach their maximum potential with high expectations ensuring students are prepared for chosen life endeavors.

- Increase graduation rate and increase Regents with Advanced Designation and/or Honors
- Increase performance on State assessment measures – focus on growth scores, not just proficiency
- Increase participation rates on state assessment measures
- Decrease students needing AIS (Academic Intervention Services)
- Increase students in advanced courses (AP, college, honors and advanced)
- Increase students earning Seal of Biliteracy and Seal of Civic Readiness

Adirondack Central School District Vision Statement

The 21st century vision for the Adirondack Central School District is to ensure that each learner is provided with access and opportunities for technological experiences that directly supports their individual educational, social-emotional, and employment pathways. All students will be afforded with high functioning devices, evolving technology, and rich learning experiences that prepare them to be college, career, and civic ready learners.

Our instructional technology vision is to secure dynamic hardware while facilitating targeted and purposeful technology integration through strategic planning, training, professional learning, and shared decision making with all stakeholders.

A. Curriculum, Instruction & Assessment

The Adirondack Board of Education will adopt an articulated, standards based prioritized curriculum that is rigorous, aligns with the science of effective instruction, and prioritizes action planning , formative assessment strategies, and effective questioning techniques to increase student discourse.

The faculty will:

1. Identify desired academic outcomes for individual students;
2. Use formative and benchmark assessments to inform instruction;
3. Differentiate lessons that address individual differences and interests;
4. Plan lessons using high yielding instructional practices to cognitively engage students and promote the development of higher order thinking, student discourse and meta-cognition skills;
5. Give students opportunities to work collaboratively;

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6. Plan projects that require interrelated research skills; and
7. Integrate instructional technology in the delivery of high quality, standards based instruction and assessment measures.

Students will:

1. Contribute to a safe and orderly environment, free from violence, drugs, alcohol and tobacco;
2. Demonstrate respect for self, others, property and the learning environment;
3. Actively engage in academics, co-curricular, and extracurricular activities;
4. Achieve their full potential; and
5. Develop the values and skills to become strategic learners, productive citizens in a global community, and promoters of a democratic society.

B. Personnel

The Board of Education and the Administration will:

1. Employ and support the most outstanding individuals in their respective fields;
2. Model attitudes and behaviors that we desire in our students; and
3. Encourage the involvement of parents and the community in school programming.

The Administration and Staff will:

1. Engage with students to ensure that all achieve their full potential;
2. Model attitudes and behaviors that we desire in our students and staff;
3. Seek and participate in professional learning opportunities, thus modeling life-long learning;
4. Demonstrate a strong work ethic that we desire in our future generation of employed citizens;
5. Encourage the engagement of parents and the community in school programs; and
6. Provide information on student achievement and programs to parents and/or the larger community.

C. School Climate

The Board of Education, Administration and Staff are committed to supporting outstanding schools; together they will:

1. Demonstrate a commitment to provide well-maintained physical facilities and promote a safe and orderly environment;
2. Promote open and honest communication to develop strong relationships that are respectful, caring and cooperative;

3. Work collaboratively to promote an environment that supports student success; and
4. Provide private and public recognition for individuals and/or group achievement and accomplishments.

D. Parents and Community

To support the District’s Vision Statement, Mission Statement, Goals, and programs, the parents and community will:

1. Promote and emphasize the value of education, achievement and goal setting;
2. Provide resources for an outstanding and whole-child educational program;
3. Promote open and honest communication to develop trusting relationships that are respectful, caring and cooperative; and
4. Fully utilize the facilities and resources of the District.

Planning Process

Planning Process: The purpose of the Adirondack Central School District’s Technology-Curriculum-Goals Committee is to support the Board of Education and Superintendent’s goals with respect to the overall role of technology in support of the teaching and learning process as well as school district’s operations and management as aligned with national, state, and regional initiatives and IT industry standards.

Stakeholder/Strategic Partner Groups: The Adirondack Central School District’s Technology-Curriculum-Goals committee members include the Superintendent, all district-level leaders, building principals, the technology director, teachers, para-professionals, technology specialists, and strategic community members.

Outcomes: The Technology-Curriculum-Goals committee and/or a sub-group of the committee met seven times during the fall, winter, and early spring to revise and develop the 2022-25 NYSED Instructional Technology Plan. The Technology-Curriculum-Goals Committee continues to meet regularly to review, evaluate, adapt, and pivot the district’s Instructional Technology Plan and to formulate new goals and action plans based on district instructional and management priorities.

The Adirondack Central School District’s Instructional Technology Plan builds upon, and continues the work of the three-year plan by identifying areas that the school district exceeded their intended vision in light of the COVID-19 pandemic as well as identified ongoing areas to support teacher and student access needs related to digital literacy initiatives and digital learning shifts.

The district plans to build on the previous three-year set of interrelated goals by developing and implementing a solid sustainability plan, supporting equitable access to learning via evolving technologies, and implementing purposeful and intentional professional learning. Consequently, the Adirondack Central School District will provide instructional coaching support for technology integration aligned with new standardized technology hardware and compliant software.

COVID Pandemic and the Rebuilding Process

As a direct result of the COVID pandemic and the national pause, the school district deployed 1:1 Chromebooks for all students and instructional staff as well as active hotspots from various cell phone carriers for internet access to support virtual connections to learning. Additionally, the district leveraged existing platforms such as G Suite for Education and Screencastify to ensure that teachers and students had a secure, familiar learning space to facilitate and/or participate in virtual learning/courses focused on prioritized standards-based instruction and to enable asynchronous and synchronous learning opportunities for all Adirondack students.

As a result of remote and hybrid learning, the district is implementing a streamlined approach to standardize hardware distribution, maintenance, and collection. Finally, the district is set to leverage all software applications to create a cohesive, district-wide learning experience for all students and instructional staff.

Professional Learning and Capacity Building

The Adirondack Central School District has a comprehensive, district-wide Professional Development Plan that includes a focus on Instructional Technology. In cooperation with our vendor partners, such as Problem-Attic, Screencastify, Nearpod, Edpuzzle, and Discovery Education, the district and building-level leadership teams will develop, plan, and schedule workshops and professional learning sessions to support teacher use of technology in the classroom and during extended learning opportunities.

Faculty and staff also participate in Model Schools and other training initiatives offered by the Mohawk Regional Information Center (MORIC) and the regional BOCES. The district utilizes the electronic platform, My Learning Plan/Frontline Education, to assist staff in the registration and documentation of their professional development activities.

Strategic Action Plan:

Goal 1: Reliable Infrastructure

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

District Goal:

Students and educators will have access to a robust and reliable infrastructure throughout the entire school district in support of teaching and learning initiatives, BOE goals, Superintendent goals, and the individual school building's goals and priorities. The school district is committed to redesigning the school district's network closets and implementing the wireless infrastructure replacement plan in order to support more reliable and secure connectivity across the district.

In cooperation with the MORIC and other strategic vendor partners, the school district will continue to build a highly resilient, manageable, and cost-effective school network infrastructure which provides a solid foundation for seamless integration and operation of applications and network services. The network has been specifically designed and redesigned to meet the challenges of a virtual education environment.

The school district will comprehensively review existing technology on a regular and timely basis in order to assess their reliability in support of teaching, learning, and the school district's overall operational needs. Specifically, the administrative team, in partnership with the MORIC Managed IT Team and other stakeholder groups, will review the Instructional Technology Plan goal(s) annually to review sustainability and expanded access plans regarding the district's network and infrastructure. Tools to evaluate these goals include multiple assessment strategies such as needs-based assessments, on-site surveys, regular usage reports, application reports, and committee engagement.

Action Step(s):

- 1. Planning – District will conduct an annual planning meeting to evaluate existing infrastructure, devices, and new needs.**
- 2. Evaluation – District will conduct an onsite survey to comprehensively assess the existing infrastructure, inventory of all devices, warranty plans, and expiration dates.**
- 3. Budgeting – District will create a sustainability plan and a fiscally sound budget strategy to improve/upgrade existing infrastructure in addition to evaluating and including future needs.**
- 4. Implementation – District will implement new infrastructure technologies based on on-site survey outcomes and industry standards.**

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Strategic Action Plan:

Goal 2: High Quality, Professional Learning

NYSED Goal: Provide access to relevant and rigorous, high-quality professional learning opportunities to ensure educators, paraprofessionals, and school leaders are proficient in the integration of evolving learning technologies.

District Goal:

By June of 2025, school leaders and teachers will engage in professional development related to technology integration in the classroom, such as G Suite for Education, interactive ViewSonic boards, technology best practices as well as other district-supported instructional technology tools in order to support student learning and cognitive engagement.

The school district will regularly review existing instructional technology (IT) in order to assess their reliability in support of teaching, learning, and the overall operational needs and goals of the district. Specifically, the district administrative team in cooperation with district level committees will review the Instructional Technology Plan goal(s) quarterly to evaluate the effectiveness and evidence of impact of targeted professional learning for technology integration in the classroom. Tools to evaluate this goal may include multiple strategies such as device usage, professional development evaluations, teacher participation, principal observation data, and student assessments results and outcomes.

Action Step(s):

- 1. Curriculum – Align professional development plan and learning sessions with curriculum and instruction initiatives and district goals.**
- 2. Collaborate – Collaborate with the MORIC, BOCES, and strategic vendor partners to develop workshops for targeted instructional focus areas such as formative assessment, assessment design, flipped classroom, and virtual labs.**
- 3. Implementation – Implement ongoing and strategic professional learning sessions using multiple methods of delivery.**
- 4. Budgeting – Leverage grant resources and providers, such as the Jefferson Lewis BOCES Teachers Center and the “Learning Technology Grant” to support targeted professional learning sessions and pathways.**

Strategic Action Plan:

Goal 3: Innovative Learning Spaces

NYSED Goal: Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning; and increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

District Goal:

By June of 2025, the UPK-12 student curriculum will include student-centered innovative learning spaces (STEAM Labs) and the accompanying inter-, trans-, and cross disciplinary coursework where students are immersed in 21st century, integrated learning experiences that prioritize Critical Thinking, Problem Solving, Global Awareness, and Collaboration.

Specific strategies will include:

- Problem and Project Based learning
- Authentic problem solving
- In-person and Virtual engagement with peers, instructional staff, and the Adirondack Community
- Age Appropriate, student-centered learning experiences
- UPK-12 Curriculum Synergy and Integration
- Enrichment, Extended-Day and Summer months STEAM programming

The evidence of impact will be measured by the New York State 3-8 and Regents Assessment measures along with locally designed benchmark assessments that prioritize growth over mastery. Particular attention will be given to student growth data, Grade 5 and Grade 8 Science Assessment outcomes, Regents proficiency rates, and Advanced Designations.



Action Step(s):

Budgeting and Fiscal Responsibility – District will develop a STEAM targeted budget strategy to transform existing software and devices as well as to secure cutting edge devices, multimedia equipment, and supporting platforms that will support STEAM and STEM inquiry, dialogue, and critical thinking.

Planning – District will formulate a transformative plan to implement a UPK-12 STEAM Education program. In addition, the district will create SMART goals to measure the impact on student assessment growth.

Collaborate – Connect with Regional BOCES, the MORIC, NYSCATE, and AMYNYS to secure high quality professional learning sessions for STEAM Educators, Administration, and STEAM Facilitators.

Implementation – District will implement a comprehensive UPK-12 STEAM Education program that centers on an integrated, process based approach to learning whereas inquiry, collaboration, and workforce readiness are at the heart of the STEAM approach.

NYSED Initiatives Alignment: Rigorous academic standards attainment and performance improvement for students.

To meet the growing expectations of students in a 21st century economy, the Adirondack Central School is continuously upgrading the infrastructure to be able to secure emerging technology hardware and software for our students. Throughout this process, we will also continue to embed and teach digital literacy and safety to increase our student's ability to become contributing community members and prepare them for college, career, and workforce pathways.

As a small, rural school district, we actively utilize virtual capabilities and platforms to build a transferable knowledge base . This virtual outreach will be realized by an increase in our MVCC dual college course, partnership with other State and local colleges and universities; and also through the addition of virtual field trips for students who lack the resources and access to opportunities beyond our small community.

The Adirondack Central School District strives to ensure that all UPK-12 learners have appropriate access to connectivity and devices for learning activities, as needed, when they leave the school complex, so that they are able to experience uninterrupted , high-quality learning experiences that parallel face-to-face instructional models.

Additionally, the school district will continue to explore off-campus internet access options in partnership with local connectivity vendors and community partners in alignment with curriculum and instruction initiatives. Finally, the district continues to replace and expand outdated and expired network systems and infrastructure to ensure a fully-connected, seamless learning experience while students are on-campus and/or within the complex grounds.

Diversity, Equity, and Inclusion:

Students with disabilities in the Adirondack Central School District will benefit from the upgrades to the network infrastructure, as well as the 1:1 initiative in that they will gain access to evolving technology and devices that will afford them screen readers, text to speech applications, learning apps that directly support their individual education plan and individual needs, as well as create a differentiated learning space for them to actively participate in the teaching and learning cycle, interact with instructional staff and peers, as well as submit completed work through a variety of modalities (including ones that are specifically tailored to their learning style - including specifications on their IEP for program and testing modifications).

A more reliable and stable network will create a seamless learning environment in which there are no anticipated delays in gaining access to materials (i.e. large print, screen reader, graphic organizers, etc) in real-time during the teacher facilitated lessons. In addition, students taking the devices home will have continued access to these materials in a more condensed learning space (Chromebook/Google Suite vs. multiple notebooks, textbooks and assistive technology devices that are large, cumbersome and overwhelming).

All teachers, regular education and special education alike, have the capabilities to design differentiated lessons and student materials that are specifically tailored and readily accessible to all students. Adirondack Central School District employs Touch Screen monitors for students with severe disabilities, Ipads for notetaking and visual schedules, chrome extensions to deploy test read accommodations for students who do not want a human reader, and a variety of applications and software to assist students with disabilities with writing goals and needs including but not limited to SOLO 6 and word prediction software.

Equitable access to instruction, learning materials, and assessment:

- Class lesson plans, materials, and assignment instructions are available to students and families for “anytime, anywhere” access (such as through class websites or learning management systems).
- Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system such as Screencastify and/or Edpuzzle).

- **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.**

Homelessness and/or housing insecurity:

- **McKinney-Vento information is prominently located on individual school websites, as well as the district website.**
- **Create a survey to obtain information about students' living situations, contact information, access to the internet and devices for all students in the enrollment processes so the district can communicate effectively and evaluate their needs.**
- **Provide students experiencing homelessness and/or housing insecurity with tablets or laptops, mobile hotspots, and other devices and connectivity structures.**
- **Provide students a way to protect and charge any devices they are provided with by the district. Replace devices that are damaged or stolen as needed.**
- **Create individualized plans for providing access to technology and internet on a case-by-case basis for any student experiencing homelessness and/or housing insecurity.**
- **Class lesson plans, materials, and assignment instructions are available to students and families for any student experiencing homelessness and/or housing insecurity.**
- **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.**
- **Conduct regular educational check-ins with all students experiencing homelessness and/or housing insecurity and secure any help needed to keep up with course work.**
- **Adjust assignments to be completed successfully using only the resources students have available.**

Culturally-Responsive Instruction and Instructional Technology (IT) Integration:

- 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 facilitate collaborative classroom projects among heterogeneous student groups.

Staffing:

Title	Full-time Equivalent (FTE)
District Technology Leadership	0.5
Instructional support	0.2 for each dedicated day
Technical Support	2.5



Team Adirondack

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