2022-2025 Instructional Technology Plan - 2021

I. District LEA Information

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

Duncan Wilson

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

Other

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

Assistant Superintendent for Curriculum & Instruction

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1. **What is the overall district mission?**

Our District mission is built upon four pillars and is guiding not only our decision making, but also our culture as a learning community:

"Building on a tradition of academic excellence and success for every student, we cultivate passionate learners and informed global citizens who actively influence their world."

The Ardsley Union Free School District is guided by four foundational tenets. They are:

- **Academic Excellence** maximizes personal potential and inspires collective achievement, so mastering curricular content is only the starting line and learning is tailored to needs, strengths, and interests.

- **Success for Every Student** -is measured in a variety of ways. Our view of success reaches beyond academic performance and encompasses resilience, flexibility, tenacity, curiosity, creativity, empathy, determination, and athletic and artistic expression.

- **Passionate Learners** -take full advantage of learning opportunities. They assume responsibility for their own learning, have courage to explore and take the initiative to discover their interests. They are self-motivated, demonstrate confidence, collaborate freely, and share their discoveries.

- **Global Citizens**- engage in active inquiry to acquire knowledge that reflects the depth and breadth of the collective human experience. They influence their world by making positive, proactive choices about what to do with what they know to collaboratively effect change.

   The success of our District involves the collective efforts of a talented and caring staff, a dedicated Board of Education, enthusiastic students and involved parents. Together, we can guide our students to be successful in life, to take civic responsibility, to be caring and respectful individuals, and to become healthy contributors with a lifelong desire to learn. An emphasis on creativity, critical thinking, communication, and collaboration supports 21st century learning in our district.

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

The Ardsley Union Free School District's philosophy is guided by the vision of the cultivation of a globally-connected digital citizen who is proficient, resourceful, conscientious, and acts with integrity in their use of technology.
This vision emphasizes the development of a framework based in 21st century skills and digital citizenship. We strive to inspire excellence in every student by providing an educational environment that not only challenges minds but also helps build character. We believe every child is inherently curious with a desire to learn, to explore, to create and to solve problems. It is our responsibility to appreciate the diverse interests and needs of our student body and to help every student recognize their full potential as lifelong learners in a globally connected world.
In order to help our children succeed in a world of rapid change, we believe that our curriculum must continually evolve to incorporate new learning technologies. We believe it is part of our role to instill the values of ownership, accountability, and responsibility as students build their online presence. We must also support our teachers with ongoing professional development programs and encourage them to maximize their talents, passions, skills, and knowledge for the benefit of our students.

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

During the 2021-2022 school year, the District K-12 Technology Committee dedicated a significant portion of its meetings to discuss our goals for instructional technology use and also outlined a process for creating the new Technology Plan. The Technology Committee is organized to provide the appropriate sharing of responsibilities in making decisions and encourages the participation of teachers, administrators, students, and support staff. In addition to the District committee, various stakeholder groups worked on this plan. Some of the other groups that worked on this plan were curriculum leaders, administrators, teachers, parents, and students. The District also participated in the LHRIC Tech Planning and Evaluation Series that was facilitated by Jeff Sun and Sun Associates.

The K-12 Technology Committee Members who contributed to this document are as follows: Alex Carballo, Jennifer Darling, Dan DeBeer, Esther Feldbaum, Jennifer Goldenberg, Allison Grabe, Natasha Grey, Matthew Kennedy, Erica Keogh, Sage Kim, Peter Lee, Marie May, Brandon Milonovich, Dave Ponterio, Sabrina Rich, Jill Rogovic, Lisa Tallevi, Brysen VanEck, and Duncan Wilson.

Technology Planning Timeline
• October 2021
• Oct 15: K-12 Technology Committee Kickoff meeting

• November:
• Nov 3: K-12 Technology Committee meeting

• December:
• Dec 3: Technology Planning and Evaluation Series: Overview, Planning Basics, first session with Jeff Sun
• Dec 7: Update Admin Council
• Dec 7: K-12 Technology Committee meeting
• Dec 20: Technology Planning and Evaluation Series: Developing a Technology, second session with Jeff Sun

• January 2022:
• Jan 4: Draft Goals completed and shared with stakeholders
• Jan 4: Update Admin Council
• Jan 4: K-12 Technology Committee meeting
• Jan 6: Presentation to Curriculum Leaders
• Jan 10: Surveys complete and ready for distribution
• Jan 13: Technology Planning and Evaluation Series: Developing a Technology, third session with Jeff Sun
• Jan 26: An email blast was sent out to the community with link to parent survey
• Jan 28: Collection of specific data from sub groups (Departments, Special Ed, ENL, Digital Equity survey)

• February:
• Feb 1: K-12 Technology Committee meeting
• Feb 16: Distribute Student Surveys
• Feb 18: Feedback received from all departments in grades K - 12
• Feb 26: Review Survey Data

• March:
• March 1: Plan is drafted
• March 1: K-12 Technology Committee meeting/NYTEN feedback
• March 2: Superintendent's Round Table: Tech Plan Focus Group with Parents 7:30 PM - 8:30 PM
• March 3: Planning and Evaluation Series with Jeff Sun
• March 15: BOE reviews the Tech Plan
• March 25: Jeff Sun and his associates provide feedback
• March 29: (Public Presentation) BOE votes on Tech Plan

• April:

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- April 15: Technology Plan submitted to BOCES for review and comment

- July:
- 1: Final Technology Plan submitted to the New York State Education Department

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

This plan builds upon similar purposes as our previous plan, which was guided by the vision of Ardsley Union Free School District to emphasize the development of future-ready skills. We strive to inspire excellence in every student by providing an educational environment that not only challenges minds, but also helps build character. We believe every child is inherently curious with a desire to learn, to explore, to create and solve problems. It is our responsibility to appreciate the diverse interests and needs of our student body and to help every student recognize their full potential as learners.

Our planning process in developing this plan was different than in previous years, partially due to the COVID-19 pandemic, as well as our learning from experiences implementing our goals in the previous plan. Throughout the pandemic we naturally became more technologically dependent and collected both anecdotal and formal data from stakeholders that informed our planning process. As such, this planning process incorporated a focus on data collection that helped us understand where we were prior to the pandemic and where we, as a District, should be moving forward.

The planning committee identified strengths and areas of improvement based upon the implementation of the previous plan through regular meetings of our Technology Committee, which is composed of a variety of stakeholders within the district. Our District conducts annual surveys to a variety of stakeholders and then as a committee we analyze and plan using that data.

Our previous plan focused on three areas: ensuring all students are prepared for college, careers, and global citizenship; providing professional development to create technology-rich learning environments; and committing to reaching every teacher with professional development within the District. This plan has evolved over the last three years and throughout the pandemic to build upon the successes that we have already seen, new learning from the pandemic, and extending those goals into their natural next steps. Post pandemic, we see recovery and renewal as a longer gradual process rather than a quick fix back to normal. Our new goals follow this gradual timeframe. Where we are committed to three elements of good instruction across all of our initiatives: Connected Classrooms; Responsive Classrooms and Inclusive Classrooms.

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

The COVID-19 pandemic resulted in a rise in virtual learning, and teachers have become more adept at using learning management systems, video content, and conferencing tools such as Zoom. We put Chromebooks in the hands of every student, speeding up our efforts to establish 1-to-1 computing environments. As a result, we repurposed Chromebooks that were in carts and purchased approximately one thousand Acer 871 Chromebooks. We also provided hotspots to any student or teacher that did not have sufficient connectivity at home. Teachers continue to use digital resources to individualize and personalize student learning experiences.

The pandemic certainly served as a catalyst to help students acquire 21st century skills. The shift to remote learning had caused significant changes in the classroom. While Ardsley had access to many programs, teachers and students found new ways to take advantage of the connectivity and interactivity allowed by Kami, Google Classroom, NearPod, Pear Deck, and the like, while adding and becoming adept at other programs such as Edulastic and Screencastify for day to day lessons and planning. Many of these programs were game-changers that helped in minimizing disruptions to learning. As we returned to school in a hybrid model, continuity of instruction was our main focus.
We currently continue to subscribe to these programs as we found that investing in many of these programs helped us sustain momentum in reaching our goals of technology rich active learning environments that we are focused on going into our new plan.

Professional development was included to help guide teachers as they explored new uses of technologies they were already familiar with in face-to-face teaching for the use of remote and hybrid learning. Faculty and staff participated in various online professional development opportunities. We instituted Teachers Teaching Teachers workshops that were facilitated by teachers that shared their expertise with each other. Simultaneously, students have grown increasingly comfortable with the use of digital tools in the classroom. We developed more blended learning programs that integrate face-to-face classroom instruction with the use of educational technology.

Our work in the coming years with all our initiatives is to continue to improve teacher practice toward more connected classrooms, more responsive classrooms, and more inclusive classrooms. Our new technology plan will not only directly enhance all three elements, it will also support other initiatives around Equity, Multi-Tiered Support Systems (MTSS), as well as several standards driven projects from content areas.

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II. Strategic Technology Planning

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6. **Is your district currently fully 1:1?**

Yes

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

To help our children succeed in a world of rapid change, we believe that our curriculum must continually evolve to incorporate new learning technologies. We must also support our teachers with ongoing professional development programs and encourage them to maximize their talents, passions, skills, and knowledge for the benefit of our students. Staff are provided sustained opportunities to attend courses and other K-12 programs to remain current in areas related to technological integration. This supports efforts to ensure that they are part of our modern learning community. A key goal is promoting teacher ownership of technology, enabling them to set professional learning goals, creatively problem-solve, facilitate instruction that develops critical thinking skills, and to model these dispositions for their students.

With this goal in mind, Ardsley UFSD values professional development and offers educators and administrators Professional Development (PD) opportunities in a variety of formats to best suit each individual's interests and needs. Staff are surveyed regularly to find any gaps, requirements, or preferences for future PD before moving forward in meaningful small- or large-group work, where further needs or opportunities are assessed. Faculty, team, and department meetings occur regularly and always include PD; the pandemic uncovered a wealth of PD opportunities occurring virtually; new teachers work closely with the Assistant Superintendent for Curriculum and Instruction, representatives from Innovative Designs for Education, and are paired with teacher mentors in their buildings; AUFSD participates in programs and conferences offered by TLI, Model Schools Program, IDE, Edith Winthrop Macy Teacher's Center, and PNW BOCES; and individuals are encouraged to participate in discipline-specific PD to enhance their pedagogical practices surrounding technology within their content areas. We also support 30-40 curriculum development projects each summer that are designed and implemented by teacher teams K-12.

All of these professional development efforts are an investment in the district and our students, and use of staff's newfound knowledge is evaluated in different ways. Formal and informal observations by administrators and curriculum leaders will include a focus on how PD is being used and how effectively it is supporting the district goals. Teams and departments will continue working together to strengthen any areas of uncertainty or struggle and investigate emerging technologies that will best support their curricula, with the intention of using and evaluating programs and practices as a small group before sharing their experiences with the greater teaching community. Further support will continue to be provided by the Technology Director, the EduTek team, the Library Media Specialist in each building, and teacher experts.

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III. Goal Attainment

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

1. **Digital Content – The District uses standards-based, accessible digital content that supports all curricula for all learners.**
    The district has met this goal:

    Moderately

2. **Digital Use – The District's learners, teachers, and administrators are proficient in the use of technology for learning.**
    The district has met this goal:

    Moderately

3. **Digital Capacity and Access – The District's technology infrastructure supports learning and teaching in all of the District's environments.**
    The district has met this goal:

    Significantly

4. **Leadership – The District Instructional Technology Plan is in alignment with the Statewide Learning Technology Plan vision.**
    The district has met this goal:

    Significantly

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

    Significantly

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IV. Action Plan - Goal 1

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1. **Enter Goal 1 below:**

Promote and Improve Instruction through Active Learning Environments

In order for students to be prepared for college and careers in an interconnected and interdependent world, they must be digitally literate, they must be creative and critical thinkers, and they must be discerning consumers of information. As such, we develop and support technology learning and integration that:

- Facilitates a shift from teacher to student-centered learning and encourages high levels of critical thinking;
- Enhances creativity, collaboration, communication, and critical thinking to support the development of skills required for the work of the future through the use of technology;
- Is seamlessly integrated into the curriculum and driven by the needs of the curriculum: technology does not drive learning, learning drives the use of technology;
- Supports access to expertise beyond the borders of Ardsley, implementation of authentic learning opportunities, and a wider audience for student work;
- Provides opportunities for students to express themselves in alternative means, e.g., robotics, coding, video, graphics, digital presentations,etc., and promote opportunities for gaming and technology-enhanced learning;
- Encourages students to become lifelong learners- who use technology for problem solving and being strong global digital citizens;
- Provides flexible environments that are conducive for opportunities within classroom instruction for student-centered learning, student voice, and student choice. Learning environments facilitate inquiry, self-directed learning, and differentiation of instruction;
- Allows students to be contributors and creators rather than solely consumers. We believe that ideas and insights not shared do a disservice to humanity.

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

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

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

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

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

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

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

Ardsley UFSD will measure and evaluate how well we are making progress after implementation through a variety of different methods in order to collect meaningful data. Analyses of how 1:1 devices are shifting instructional practices within classrooms will aid in determining what professional development is necessary to encourage all teachers to incorporate active learning practices into their classrooms. Within classroom observations conducted by administrators, we expect to see evidence of use of active learning practices and strategies that support student-centered learning, student choice, student voice, active engagement, collaboration, and problem-solving. We anticipate measuring our professional learning opportunities through evaluation of the participation in workshops, courses, study groups, and other offerings.

We will measure the impact of our computer science, and other 21st century programs, through both qualitative and quantitative data as evidenced by student work, surveys of students/teachers/parents, and numbers of students progressing through these sequences. We are also aware of the importance in this process of ensuring that communication is improved with the community regarding existing programs and innovative practices, and as such we will measure progress of our goal through an examination of our methods of communicating with our broader community, including our website, newsletters, open houses, and other presentations.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Continue the development, growth, and evaluation of programs already centered on active learning, such as our K-12 use of Google Classroom, 3-12 1:1 Device Program, and our K-12 computer science program.	Assistant Superintendent	Director of Technology	06/30/2024	N/A
Action Step 2	Curriculum	Define and promote the next steps in a Computer Science for all framework.	Assistant Superintendent	Director of Technology	06/30/2024	$6,000
Action Step 3	Curriculum	Analyze and map the new NYS Computer Science and Digital Fluency Standards to ensure implementation is conducted prior to the NYS requirement of 2024.	Assistant Superintendent	Curriculum & Instruction Leader	06/30/2024	$3,000
Action Step 4	Curriculum	Provide and enhance	Director of	Curriculum &	06/30/2	N/A

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	Action Step	Action Step - Description	Responsible Stakeholder:	'Other' Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		current opportunities for students to express themselves in alternative means, e.g., robotics, coding, video, graphics, digital presentation.	Technology	Instruction Leader	025	

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Implementation	Increase the number of flexible learning environments and spaces within the District to provide increased opportunities for student-centered learning, student voice, student choice, collaboration, and engagement thereby preparing students for the work of the future.	Assistant Superintendent	Director of Technology	06/30/2025	$50,000
Action Step 6	Professional Development	Refine New Teacher Orientation activities to promote Active Learning Environments for first-year teachers and years 2-4 of all probationary teachers.	Assistant Superintendent	Director of Technology	06/30/2024	$10,000
Action Step 7	Professional Development	Develop professional learning opportunities for active learning environments through direct instruction, coaching	Assistant Superintendent	Director of Technology	06/30/2025	$15,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		opportunities, presentations, and online/self-paced learning opportunities.				
Action Step 8	Curriculum	Create connections between active learning environments and MTSS Tier 1 best practices.	Assistant Superintendent	Curriculum & Instruction Leaders	06/30/2025	$5,000

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IV. Action Plan - Goal 2

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1. **Enter Goal 2 below:**

   Establish and Advance a Framework for Digital Wellness

   As members of the global digital community, students and educators must be prepared for the responsibilities that come with living a balanced and healthy digital lifestyle. With this in mind, we intend for students to have an understanding of the role that digital wellness plays in the broader picture of their own individual health and well-being. We believe this includes the following:
   • Supporting students in being thoughtful with their use of technology, leading healthy digital lives, and leaving positive footprints in the digital age;
   • Promoting media balance and well-being;
   • Empowering students to be intentional about screen time;
   • Ensuring students have opportunities to practice mindfulness and further develop skills surrounding social-emotional learning support systems such as Dialectical Behavioral Therapy (DBT);
   • Cultivating students who engage respectfully online with people with differing beliefs and determine the validity and reliability of online sources;
   • Providing students and educators with more digital citizenship/media literacy curricula and professional development opportunities.

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

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

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

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

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

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

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

Ardsley UFSD will measure and evaluate how well we are making progress with this goal through a variety of different methods in order to collect meaningful data. Qualitative data will be the primary focus for this goal. We expect to see improvements with the student and teacher's digital well being. Within classroom observations conducted by administrators, we expect to see evidence of use of practices and strategies that support digital wellness. We will evaluate our progress through observable characteristics of school climate and culture. This will include observation of broad behaviors, attitudes, mindsets, and activities of our students, both within the classroom and throughout the school buildings. We will also gather anecdotal evidence through the guidance department, teachers, and staff. The District will develop self-assessment tools and resources to reflect on digital wellness. We will continue to canvas students, faculty and the community for feedback through surveys and focus groups. We are also aware of the importance in this process of ensuring that communication is improved with the community regarding best practices around digital wellness. We will measure the overarching progress of this goal through an examination of our methods of communicating with our broader community, including our website, newsletters, open houses, and other presentations.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Curate opportunities for the Guidance department to educate students and the community about digital wellness and related support systems.	Assistant Superintendent	Director of Tecnology	06/30/2024	$10,000
Action Step 2	Curriculum	Integrate digital wellness across the curriculum. Create classroom expectations around the use of technology, review school policies and code of conduct.	Assistant Superintendent	Curriculum & Instruction Leaders	06/30/2025	$5,000
Action Step 3	Planning	Develop professional learning opportunities for media balance and digital wellness through direct instruction, coaching, presentations, and online/self-paced learning.	Assistant Superintendent	Director of Technology	06/30/2025	$10,000
Action Step 4	Communica	Share best practices	Assistant	Director of Technology	06/30/2	$5,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
	tions	and resources with the community. Incorporate parent and community voices into workshops.	Superintendent		025	

7.   **This question is optional.**
       If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Communications	Enhance communication between school and community using various platforms, email, school website and social media.	Superintendent	Assistant Superintendent	06/30/2025	$5,000
Action Step 6	Curriculum	Expose students to the world beyond Ardsley, host school-wide events and invite guest speakers to promote healthy digital habits.	Assistant Superintendent	Director of Technology	06/30/2025	$5,000
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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IV. Action Plan - Goal 3

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1. **Enter Goal 3 below:**

   Provide Ongoing Professional Development to Support the Effective Use of Technology in Instruction
   - To provide learning opportunities for staff to enrich, modify, and redefine technology integration into their practice, and create a culture that is empowering for our lifelong-learners.
   - Continue to support teachers in the integration of advanced technology applications to improve instruction, enhance student engagement and maximize learning in a 21st century classroom.
   - Provide ongoing professional development for all staff to ensure students and staff meet the ISTE technology standards and NY State standards.
   - Through professional development both in group and individual settings, classroom teachers will be instructed around best practices, sharing resources and opportunities to expand their knowledge.
   - The District recognizes that effective professional development requires a commitment of time and support to allow teachers to make substantive changes to their classroom practices.
   - Professional development must be rigorous and sustained. This can be achieved through expanding the variety of opportunities for professional learning: direct instruction, presentations, peer led study groups, as well as online and self-paced learning options.
   - Inspire teachers to be creative, innovative and learn how to use engaging strategies in the classroom.

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

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

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

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

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

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

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

Ardsley UFSD will measure and evaluate how well we are making progress after implementation through a variety of different methods in order to collect meaningful data. We expect to see increased opportunities for professional learning as well as evidence of increased participation in professional learning. Within classroom observations conducted by administrators, we expect to see evidence of the innovative strategies and practices that were learned. We will measure the impact of professional development programs, through both qualitative and quantitative data as evidenced by student work and surveys of students/teachers. Formative ongoing assessment and feedback will be gathered from all users. We will conduct a semi-annual district-wide quantitative and qualitative data analysis that assesses the impact of technology, sets future goals, and provides direction for decision-making. The District will develop self assessment tools and resources to reflect on the professional development that was received. We are also aware of the importance in this process of ensuring that communication is improved with the community regarding best practices around digital wellness. We will measure progress of our goal through an examination of our methods of communicating with our broader community, including our website, newsletters, open houses, and other presentations.

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

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 1	Planning	Conduct annual technology and professional development needs assessment to determine gap analysis of faculty proficiencies and for planning purposes.	Assistant Superintendent	Director of Technology	06/30/2025	N/A
Action Step 2	Professional Development	Provide sustained opportunities to attend courses and other K-12 programs to remain current in areas related to technological integration during Conference Days, faculty meetings, afterschool and over the summer.	Assistant Superintendent	Director of Technology	06/30/2025	$20,000
Action Step 3	Professional Development	Provide time and resources for teachers to create technology rich learning environments that prioritizes the skills	Assistant Superintendent	Building Principals	06/30/2025	$20,000

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		and knowledge of children. This will enable them to learn effectively and live productively in an increasingly global and digital society.				
Action Step 4	Professional Development	Use faculty meetings and conference days to hold workshops on technology and best practices. Facilitators will offer courses through the Ardsley's Teachers Teaching Teachers program.	Assistant Superintendent	Director of Technology	06/30/2025	$20,000

7.   **This question is optional.**
      If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.

	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
Action Step 5	Professional Development	Teachers will write annual goals for capacity building in tech integration and personal development, and will reflect upon them at the end of the school year during staff meetings.	Assistant Superintendent	Building Principals	06/30/2025	$20,000
Action Step 6	Collaboration	Build an online professional development video library for staff.	Assistant Superintendent	Director of Technology	06/30/2025	$15,000
Action Step 7	Community Partnerships	Continue to partner with LHRIC Model Schools and TLI BOCES and Putnam Northern Westchester BOCES for additional	Assistant Superintendent	Director of Technology	06/30/2025	N/A

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IV. Action Plan - Goal 3

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	Action Step	Action Step - Description	Responsible Stakeholder:	"Other" Responsible Stakeholder	Anticipated date of completion	Anticipated Cost
		opportunities.				
Action Step 8	Professional Development	The District will continue to track professional development using Frontline's software. The District will budget for summer curriculum projects that reflect updates in content and assessment from NYSED.	Assistant Superintendent	Business Official	06/30/2025	N/A

8. **Would you like to list a fourth goal?**

No

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

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

   The District's use of instructional technology will support our effort to maintain rigorous academic standards and improve student performance in several ways.
   • Seamlessly integrate technology into classrooms to support active learning and engagement.
   • Providing students with opportunities to learn how to manage their digital wellness and integrate digital wellness practices into their lives.
   • Aggregate professional learning opportunities for staff to support best practices in technology use and integration.

   Technology has played a role within instruction in Ardsley for numerous years and a vast majority of teachers have integrated technology into their instruction. Our goals within this plan focus on ensuring consistency and seamless integration with technology and developing a sense of intentionality to the role that technology plays in the daily lives of our students and staff. While teachers are expected to use technology to facilitate their practice, moving forward that expectation will shift to an expectation that teachers use technology to facilitate their practice in thoughtful and meaningful ways to support and enhance teaching and learning.

   Students will be expected to be active learners and to use technology proficiently to critically think, collaborate, problem solve, create, appropriately consume media, and communicate as global digital citizens. The district will support teachers in facilitating learning experiences that guide students on this journey.

   Technology will also be used to provide multiple pathways to access and participate in learning through our 1:1 program and integration of technology within meaningful learning experiences that support multiple modalities of learning.

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

   Students and teachers are provided with a device that allows them to have equitable access to learning. The District distributed the Digital Equity survey to the community to ensure that all students have digital access at home. If a student does not have access at home the District will provide them with a hotspot. Teachers will continue to use Google Classroom to share, collaborate and communicate with their students. Google Classroom allows instruction to continue outside of the classroom, it is an essential tool between teachers and students.

V. NYSED Initiatives Alignment

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

The Ardsley UFSD uses instructional technology as well as assistive technology devices and services to ensure students with disabilities access to and participation in the general education curriculum.
- Technology is used to increase options for students to demonstrate knowledge and skill and encourage collaboration.
- Assistive technology is utilized which promotes equity of opportunity for all students.
- 1:1 promotes students using a device to enhance communication.
- Technology allows teachers to assess students' current levels of functioning and learning preferences.
- Apps, extensions, and programs will be used to differentiate instruction through technology.
- Teachers working with students in the co-teaching and Resource Room setting face the demands of modifying instructional and assessment materials. Many of our students have difficulty proofreading their work, due to visual perceptual problems and/or difficulty decoding words. Our goal is to provide these students with computers and software that will read back to them what they type or dictate. This will allow them to develop skills to correct their own work and feel a sense of accomplishment.
- When working in the co-teaching and Resource Room setting, the demands for writing present difficulties with students who have a learning disability. Particular difficulties with writing may include: problems in formulating a thesis, generating and organizing ideas, forming sentences, writing fluency and style, syntax, mechanical errors in punctuation, spelling and grammar. These difficulties can be improved using a structured writing model accompanied by assistive technology.
- Visual, auditory, and tactile modalities are used to reinforce concept development. Various technologies and applications support this work:
- Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- Read/Write and Snap & Read are used for students with language disabilities; these extensions help all students with decoding and comprehension difficulties.
- FM systems are used for hearing impaired students.
- Apps such as Blizz and Teamviewer are used to enlarge text and enhance vision.
- Assistive technologies allow for differentiation of instruction through voice to text and text to speech technology, communication devices, apps, writing programs, and programs that differentiate reading materials. Programs include but are not limited to Proloquo2Go, Dragon Speak, Audible and Boardmaker are used by students with disabilities.
- Direct instruction is recorded using Screencastify and provided for students to access asynchronously.
- Web based materials are scaffolded and used for instruction across all levels.
- Teacher support and scaffolding is provided to meet students' individual learning levels.
- Learning games and other interactive software are used to supplement instruction; ie: Brainpop, Discovery Education, Ed Puzzle.
- Online videos/instructional material are used to supplement lessons.
- Castle Learning/Kahoot are used to support student learning.

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

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

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

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

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

☑ Class lesson plans, materials, and assignment instructions are available to students and families for "anytime, anywhere" access (such as through class website or learning management system).

☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).

☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.

☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.

☑ Home language dictionaries and translation programs are provided through technology.

☑ Hardware that supports ELL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.

☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.

☑ Learning games and other interactive software are used to supplement instruction.

☐ Other (Please identify in Question 6a, below)

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

Yes

7a. **If Yes, check one below:**

Other (please explain in Question 7b, below)

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

Translation services for Standardized testing (i.e., ELA State assessments, Math State assessments, Regents) are provided in all needed languages and are currently coordinated through the District's local BOCES. In addition, classroom devices are available to assist students with their translation needs, such as software, headphones, Ectaco Any Language talking dictionary, Google Translate, Google Docs and Talking Points, etc.

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

☐ Technology to support writers in the elementary classroom

☐ Technology to support writers in the secondary classroom

☑ Research, writing and technology in a digital world

☑ 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 of 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 8a, below)

8a.   **If 'Other' was selected in Question 8 above, please explain here.**

Thinking Maps Training with a focus on use of the online Thinking Maps Learning Community.

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

- ☑ McKinney-Vento information is prominently located on individual school websites, as well as the district website.
- ☐ If available, online/enrollment is easily accessible, written in an understandable manner, available in multiple languages and accessible from a phone.
- ☐ Offer/phone/enrollment as an alternative to/in-person/enrollment.
- ☑ Set enrollment forms to automatically provide the McKinney-Vento liaison with contact information for students who indicate possible homelessness and/or housing insecurity
- ☑ Create a survey to obtain information/about students' living situations,/contact information,/access to internet and devices for/all/students in/the/enrollment processes/so the district can/communicate effectively and/evaluate their needs.
- ☐ Create simple videos in multiple languages, and with subtitles, that explain McKinney-Vento rights and services, identify the McKinney-Vento liaison, and clarify enrollment instructions.
- ☐ Create mobile enrollment stations by equipping buses with laptops, internet, and staff at peak enrollment periods.
- ☑ Provide/students/experiencing homelessness/and/or housing insecurity with tablets or laptops, mobile hotspots, prepaid cell phones, and other devices and connectivity.

- ☑ 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.
- ☐ Assess readiness-to-use technology/skills/before disseminating devices to students experiencing homelessness and/or housing insecurity.
- ☑ 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.
- ☑ Have/resources/available to/get/families and students step-by-step instructions on how to/set-up and/use/their districts Learning Management System or website.
- ☑ Class lesson plans, materials, and assignment instructions are available to students and families for
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system, DVD,/ 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.

- ☑ 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./
- ☐ Provide online mentoring programs.
- ☑ Create in-person and web-based tutoring/programs/spaces/and/or live chats/to assist with assignments and technology/issues.
- ☐ Offer a technology/support hotline during flexible hours.
- ☐ Make sure technology/support is offered in multiple languages.
- ☐ Other (Please identify in Question 9a, below)

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

   ☑ 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.

   ☐ Other (please identify in Question 10a, below)

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

	Full-time Equivalent (FTE)
District Technology Leadership	1.00
Instructional Support	0.00
Technical Support	3.00
Totals:	**4.00**

2. **Investment Plan**
   Provide a three-year investment plan to support the vision and goals. All costs must be calculated for the entire three year-period, not annualized. For example, if a cost occurs annually, the estimated cost should include the annual cost times three.
   Provide a three-year investment plan to support the vision in Section II and goals in Section IV.
   A chart with drop-down choices is provided in order for NYSED to obtain consistent responses to this question.
   All cells in the table must be populated. If you have less than four items in your plan, you must choose N/A for columns one, two, four, five and six, and put zero in column three (estimated cost) for each unneeded row.

	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
1	Other (please identify in next column, to the right)	Curriculum: Experts, consultants, and professionals speaking to students and community members	60,000	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
2	Other (please identify in next column, to the right)	Emerging Technologies	75,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					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	
3	Professional Development	N/A	180,000	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
4	Other (please identify in next column, to the right)	Redesigning learning spaces	270,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid	N/A

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	Anticipated Item or Service	"Other" Anticipated Item or Service	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source	"Other" Funding Source
					☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
Totals:			**585,000**			

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

    Yes

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

    https://www.ardsleyschools.org/Page/4423

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

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

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

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☐ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☐ Instruction and Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☐ Online Learning ☐ Personalized

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning ☐ Policy, Planning, and Leadership ☐ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ 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 to obtain more information about the innovative program(s) at your district.**

	Name of Contact Person	Title	Email Address	Innovative Programs
Please complete all columns	Duncan Wilson	Assistant Superintendent of Curriculum and Instruction	dwilson@ardsleyschools.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☑ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☑ Engaging School Community through Technology ☑ English Language Learner ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☑ OER and Digital Content ☐ Online Learning ☐ Personalized Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☑ Special Education Instruction and Learning with Technology ☐ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Sabrina Rich	Director of Technology	srich@ardsleyschools.org	☑ 1:1 Device Program ☑ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☑ Data Privacy and Security ☑ Digital Equity Initiatives ☑ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

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	Name of Contact Person	Title	Email Address	Innovative Programs
				Learning with Technology ☐ Infrastructure ☐ OER and Digital Content ☑ Online Learning ☑ Personalized Learning ☑ Policy, Planning, and Leadership ☑ Professional Development / Professional Learning ☐ Special Education Instruction and Learning with Technology ☑ Technology Support ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	Brandon Milonovich	Computer Science Teacher	bmilonovich@ardsleyschools.org	☐ 1:1 Device Program ☐ Active Learning Spaces/Makerspaces ☐ Blended and/or Flipped Classrooms ☐ Culturally Responsive Instruction with Technology ☐ Data Privacy and Security ☐ Digital Equity Initiatives ☑ Digital Fluency Standards ☐ Engaging School Community through Technology ☐ English Language Learner ☑ Instruction and

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

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