



**The Ardsley School District
2026 - 2029
Instructional Technology Plan**



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I. District LEA Information and Introduction

Dr. Jennifer Bradshaw, Assistant Superintendent of Curriculum and Instruction, and Sabrina Rich, Director of Technology, were responsible for entering the Instructional Technology Plan Data.

Introduction

During the 2025–2026 school year, the District Technology Steering Committee devoted a significant portion of its meetings to defining goals for instructional technology use and establishing a clear, inclusive process for developing the District’s new Technology Plan. The committee is structured to ensure shared responsibility in decision-making and to actively encourage participation from teachers, administrators, students, and support staff.

In addition to the district-wide committee, a Technology Plan Committee was established and comprised teachers from multiple grade levels who collaborated to develop the plan. Other key stakeholders, including curriculum leaders, administrators, teachers, parents, and students, also contributed throughout the process. Feedback was gathered through surveys and focus groups, allowing the district to hear diverse perspectives and refine its priorities. Parent input, in particular, prompted meaningful reflection and helped sharpen and clarify the district’s goals.

The Director of Technology presented the completed plan at a Board of Education meeting, reflecting the collective voices involved in its development. Contributions from the library media specialist, computer science teachers, and Technology Committee members, representing elementary, middle, and high school levels, played an essential role in shaping the final plan.

With the implementation of this Technology Plan, the district anticipates measurable improvements in instructional practices through increased use of active and flexible learning environments; the establishment of a clear framework for digital wellness that supports students, staff, and the broader community; and a comprehensive professional learning program that fosters continuous growth and development aligned to the plan’s goals.

This document was developed with the contributions of the K–12 Technology Steering Committee and the Technology Plan Committee.

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II. Strategic Technology Planning

The Ardsley School District Mission Statement

The mission of the Ardsley Public Schools is, “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.”

We provide opportunities for our students from the youngest ages to engage in active inquiry and acquire knowledge that reflects the depth and breadth of the collective human experience. In turn, students influence their world by making positive, proactive choices about how to use what they know to effect change collaboratively.

Our district's success involves the collective efforts of talented and caring faculty, administration, and staff, a dedicated Board of Education, enthusiastic students, and involved parents. Together, we can guide our students to be successful in life, take civic responsibility, be caring and respectful individuals, and become healthy contributors with a lifelong desire to learn.

Ardsley’s faculty, staff, students, and administration work to live our mission each day. Our approximately 2,300 students attend three outstanding schools: Concord Road Elementary School, Ardsley Middle School, and Ardsley High School. The size of our district fosters a family atmosphere that contributes to an environment where our staff can truly know each of our students and successfully differentiate learning experiences to meet their specific needs. Many of our faculty hold a master’s degree or higher and tend to stay in the district for many years. The Ardsley School District has been recognized with accolades from academics to athletics and the arts. This is due to our outstanding students who excel at the highest levels in many different areas.

Our work as educators is bolstered by a highly supportive community that strongly values education and is consistently willing to ensure resources are available to maintain state-of-the-art facilities, a cutting-edge academic program, and extracurricular clubs and organizations that engage students beyond the classroom.

Our Four Pillars

- **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 the 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 Ardsley School District Technology Vision Statement

The Ardsley School District believes that technology is a tool that can support and enhance learning. We aim to cultivate curious, capable, resilient, and empathetic learners. We use technology to spark inquiry, strengthen critical thinking, and personalize learning. When used intentionally, digital tools expand students' opportunities to explore, communicate, and create in ways that help them thrive in an evolving, interconnected world.

Our vision centers on people first. We prioritize empathy, ethics, and cultural responsiveness, empowering students to take ownership of their digital lives. Through guided practice, students learn to navigate information responsibly, express themselves thoughtfully, and make ethical contributions within local and global communities. Technology is not an end in itself; it is a medium through which students develop character, agency, and real-world readiness.

To realize this vision, we commit to supporting educators with professional learning that encourages innovation while honoring effective, research-based practice. Our curriculum evolves deliberately to meet emerging challenges and opportunities, ensuring that technology remains balanced, purposeful, and human-centered. Together, we prepare all learners to engage confidently, think critically, and lead with integrity in a rapidly changing world.

District Device Distribution Plan

The district's device distribution plan is designed to support instructional needs at each grade level while maintaining flexibility and equity.

- **Grades K–4**
Elementary classrooms are equipped with dedicated carts of Chromebooks that are available for student use during the school day and remain on campus. In addition, shared carts of iPads are available for classroom use as needed to support instruction.
- **Grades 5–8**
All students in grades 5–8 are issued a district-owned device that they are permitted to take home daily.
- **Grades 9–12**
High school students may choose to bring their own devices to school. For students who do not have a personal device or prefer a district-issued option, a Chromebook is provided upon request.

Professional Development Plan for Building Instructional Technology Capacity

To prepare students for success in a rapidly evolving digital world, the district is committed to continuously strengthening instructional practices through the thoughtful integration of technology. This commitment includes sustained, high-quality professional learning that empowers educators and administrators to adapt instruction, leverage emerging tools, and support student-centered learning experiences aligned to the district's instructional technology vision.

Professional development is designed to build educator capacity while honoring teacher expertise, agency, and collaboration. A core focus of this work is fostering teacher ownership of technology integration—encouraging educators to set personalized professional learning goals, apply innovative problem-solving strategies, design instruction that promotes critical thinking and creativity, and model responsible, ethical technology use for students.

The district offers professional development opportunities in a variety of flexible formats to meet the diverse needs and interests of educators and administrators. These include in-person and virtual workshops, job-embedded learning within faculty, team, and department meetings, coaching and mentoring, and participation in regional and state programs and conferences. Staff feedback is regularly collected through surveys and reflective conversations to identify emerging needs, gaps, and areas of interest, ensuring

that professional learning remains relevant, responsive, and impactful.

New educators receive targeted support through a comprehensive onboarding process that includes collaboration with the Assistant Superintendent for Curriculum and Instruction, partnerships with instructional technology consultants, and ongoing mentorship within their buildings. District educators also participate in professional learning opportunities offered through organizations such as TLI, the Model Schools Program, Edith Winthrop Macy Teacher's Center, and BOCES, as well as discipline-specific professional development that supports effective technology integration within content areas.

Each summer, the district supports numerous curriculum development projects led by K-12 teacher teams. These projects focus on instructional innovation, curriculum alignment, and purposeful technology use, and are implemented and refined during the school year.

The impact of professional development is assessed through multiple measures, including formal and informal classroom observations, collaborative team reflection, and ongoing feedback from educators and administrators. These processes focus on how professional learning translates into instructional practice and advances district goals. Educators are encouraged to pilot new tools and approaches within small groups, evaluate effectiveness, and share outcomes with the broader professional community.

Ongoing support is provided by the Director of Technology, instructional technology partners, library media specialists in each building, and teacher leaders, ensuring that professional learning remains continuous, collaborative, and aligned with the district's vision for teaching and learning.

III. Goal Attainment

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

The District has significantly met this goal.

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

The District has significantly met this goal.

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

The District has fully met this goal.

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

The District has significantly met this goal.

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 its efforts to enable students to build knowledge, master skills, and grasp opportunities for a better life.

The District has fully met this goal.

IV. Action Plan

Goal 1

Explore, evaluate, and integrate emerging technologies that deepen learning, elevate teaching, and foster skilled and responsible participation in digital communities:

- Identify and pilot emerging technologies (e.g., AI tools, immersive media, adaptive platforms) that align with instructional goals and learner needs;
- Evaluate technologies using clear criteria, including accessibility, equity, data privacy, ethical use, and instructional impact;
- Support educators with ongoing professional learning focused on effective, ethical, and innovative technology use;
- Empower students to become responsible digital citizens by teaching digital literacy, media evaluation, and online safety; and
- Build partnerships and learning communities to stay informed about emerging trends and share best practices.

NYSED Goal Alignment

The district's goal of developing a strategic vision to support student achievement and engagement through the seamless integration of technology aligns with NYSED's focus on using technology to enhance teaching and learning. The district integrates digital tools and resources to strengthen instruction, promote collaboration, and provide meaningful learning opportunities.

This goal supports all students by improving access to learning and providing multiple ways for students to engage with content and demonstrate understanding. It also includes key members of the school community, including teachers and teacher aides, administrators, technology integration specialists, and parents and families, who work together to support effective technology use and student success.

Through this collaborative approach, the district ensures that technology integration supports instructional excellence and meaningful learning experiences for all students.

Estimated cost of this goal/priority over the three-year plan

Action Step	Category	Description	Projected 3-Year Allocation (Est.)
1	Professional Development – AI & Emerging Tech Workshops	District workshops focused on AI literacy, ethical use, instructional integration, and data privacy.	\$10,000
2	Professional Development – Teacher Leader Stipends	Stipends for teacher leaders to develop curriculum, facilitate PLCs, and support pilots (for sustainable internal expertise).	\$6,000
3	Conference / Regional Learning	Attendance at NYSCATE, ISTE, and BOCES tech events for a small district team (to stay informed on emerging trends).	\$5,000
4	Emerging Technology Pilot Subscriptions	Pilot AI tools, immersive media, and adaptive platforms in select classrooms/grade levels (to test instructional impact).	\$15,000
5	Evaluation & Data Collection Tools	Survey tools, analytics platforms, or evaluation consultation to assess instructional impact (to measure effectiveness).	\$5,000
6	Curriculum Development / PLC Time	Summer curriculum writing, after-school PLC stipends, or release time (to integrate digital citizenship).	\$6,000
Total Estimated Cost			\$47,000

The potential funding source for this expenditure over all three years of the plan is the District Operating Budget.

Action Plan for Goal 1

Action Step	Category	Description
1	Evaluation	Sustain a committee that pilots emerging technologies to monitor, research, and make recommendations that align with district priorities.
2	Implementation	Continue to launch targeted pilot programs in selected classrooms, grade levels, or content areas to test emerging technologies in authentic instructional contexts.
3	Evaluation	Collect qualitative and quantitative feedback from teachers and students using emerging technologies to assess impact on learning, engagement, and instructional practice.
4	Professional Development	Provide ongoing professional learning focused on effective, ethical, and responsible use of emerging technologies, including AI literacy and data privacy practices.
5	Professional Development	Develop teacher learning communities (PLCs, workshops, or study groups) to support peer sharing of best practices and lessons learned from technology pilots.
6	Curriculum	Integrate digital literacy, media evaluation, online safety, and ethical technology use into curriculum documents and instructional expectations across grade levels.
7	Curriculum	Integrate clearly defined digital citizenship competencies into instructional rubrics and performance tasks, ensuring responsible participation across digital learning environments.
8	Implementation	Implement age-appropriate digital citizenship instruction aligned to district expectations, including responsible AI use, media literacy, and online safety.
9	Evaluation	Implement annual student self-assessment of digital literacy and digital citizenship skills using a digital literacy and wellness self-assessment survey.
10	Partnerships	Build partnerships with regional networks, professional organizations, and higher-education institutions to stay informed on emerging trends and research-based practices.
11	Implementation/ Evaluation	Review pilot outcomes annually and scale successful technologies district-wide based on evidence of instructional impact and alignment with district values.

Goal 2

Align and integrate a Digital Wellness Framework within the district's SEL and MTSS Structures:

- Embed assured learning experiences designed to cultivate digital citizenship, media literacy, and digital wellness expectations into schoolwide practices, including MTSS structures and strategies, to promote focus, self-regulation, and healthy tech habits;
- Provide professional learning for staff on:
 - modeling digital wellness and recognizing signs of digital overload or misuse,
 - digital citizenship and media literacy, and
 - MTSS and SEL support structures that align with the Digital Wellness Framework;
- Engage families and caregivers through shared language, resources, and guidance around digital wellness at home and school; and
- Use data and feedback to monitor implementation, assess impact, and refine digital wellness supports across tiers.

NYSED Goal Alignment

This district goal aligns with NYSED priorities by integrating Digital Wellness and media balance into existing Social-Emotional Learning (SEL) and Multi-Tiered Systems of Support (MTSS) frameworks. The goal focuses on helping students develop healthy, responsible relationships with technology while supporting their overall well-being and learning.

The initiative supports all students, with particular attention to students with disabilities, English Language Learners, students experiencing homelessness or housing insecurity, and economically disadvantaged students, ensuring that digital wellness practices and supports are accessible and inclusive.

Implementation involves collaboration among teachers, administrators, technology integration specialists, and parents and families, helping create a consistent approach to digital wellness, responsible technology use, and balanced media engagement across the school community.

Estimated cost of this goal/priority over the three-year plan

Action Step	Category	Description	Projected 3-Year Allocation (Est.)
1	Planning	Partner with the Wellness Committee and Guidance to educate students and the community about digital wellness and support systems.	\$5,000
2	Curriculum	Integrate the Digital Wellness Framework into the curriculum and establish classroom technology expectations.	\$10,000
3	Professional Development	Facilitate professional learning on media balance, SEL integration, and MTSS-aligned digital wellness supports.	\$10,000
4	Communications	Share best practices and digital wellness resources with students, staff, and the community.	\$5,000
5	Curriculum	Implement grade-level or school-wide experiences promoting global awareness and responsible digital behavior.	\$5,000
6	Curriculum	Embed instructional practices that develop thoughtful, empathetic digital citizens using technology responsibly.	\$5,000
Total Estimated Cost			\$40,000

The potential funding source for this expenditure over all three years of the plan is the District Operating Budget.

Action Plan for Goal 2

Action Step	Category	Description
1	Planning	Curate opportunities in partnership with the Wellness Committee for the Guidance Department to educate students and the community about digital wellness and related support systems.
2	Curriculum	Integrate the Digital Wellness Framework into the curriculum and establish classroom expectations for technology use.
3	Professional Development	Facilitate targeted professional learning on media balance and digital wellness, integrating SEL competencies and reinforcing tiered supports within MTSS.
4	Communications	Share best practices and resources for digital wellness with students, staff, and the broader community.
5	Curriculum	Plan and implement a series of grade-level or school-wide experiences to expand students' global awareness and encourage responsible digital behavior.
6	Curriculum	Model and embed instructional practices that help students develop as thoughtful, empathetic digital citizens who use technology to learn, collaborate, and solve real-world problems.

Goal 3

Empower educators through ongoing, relevant professional learning to leverage new tools that expand access and foster engaging, active learning rooted in purpose, creativity, and confidence:

- Design ongoing professional learning that is responsive to educator needs and instructional contexts;
- Foster an environment where educators explore meaningful professional learning specific to their professional responsibilities, both within and outside the bounds of Ardsley;
- Build educator confidence with new and emerging tools through hands-on exploration, modeling, and supported practice;
- Inspire teachers to be creative and innovative, leveraging technology to enhance active learning and student voice in ways that feel purposeful, focused, and authentic;
- Expand awareness of accessibility tools that support diverse learners and multiple pathways to engagement;
- Differentiate professional learning opportunities to meet educators at varying levels of readiness and experience;
- Cultivate professional learning communities that encourage sharing, reflection, and collective problem solving; and
- Leverage instructional data and feedback to continuously refine professional learning and measure its impact on teaching outcomes.

NYSED Goal Alignment

This district goal aligns with NYSED's priority of providing relevant and rigorous professional development to ensure educators and leaders are proficient in integrating learning technologies. The district offers ongoing, responsive professional learning that helps educators effectively use digital tools to support instruction, expand access to learning, and foster active student engagement.

Professional learning includes collaborative learning communities, coaching, and hands-on exploration of emerging technologies to build educator confidence and support innovative teaching practices. These efforts primarily support teachers, teacher aides, administrators, and technology integration specialists, while ultimately benefiting all students through stronger, more engaging, and inclusive learning experiences.

Estimated cost of this goal/priority over the three-year plan

Action Step	Category	Description	Projected 3-Year Allocation (Est.)
1	Professional Development	Reestablish and integrate instructional coaching to provide targeted, ongoing instructional support.	\$25,000
2	Professional Development	Provide sustained professional learning opportunities (conference days, workshops, summer sessions).	\$15,000
3	Professional Development	Support teachers in creating tech-rich learning experiences aligned with MTSS supports.	\$10,000
4	Professional Development	Leverage Frontline software and fund curriculum projects aligned with NYSED updates.	\$5,000
5	Professional Development	Encourage exploration of emerging technologies through ongoing PD and innovation cycles.	\$10,000
Total Estimated Cost			\$65,000

The potential funding source for this expenditure over all three years of the plan is the District Operating Budget.

Action Plan for Goal 3

Action Step	Category	Description
1	Professional Development	Reestablish and integrate Instructional Coaches into the district to provide targeted, ongoing support for teachers, enhance instructional practices, and promote professional growth aligned with student learning needs.
2	Professional Development	Provide sustained, high-quality professional learning that equips educators to integrate technology effectively to enhance teaching and learning. Opportunities will include courses, workshops, and programs offered during conference days, faculty meetings, afterschool sessions, and summer.
3	Professional Development	Use an annual technology and professional development needs assessment to identify skill gaps, guide planning, and support ongoing faculty growth.
4	Professional Development	Empower teachers to create technology-rich learning experiences that prioritize students' skills, knowledge, and social-emotional growth, leveraging MTSS supports to ensure all learners thrive in a connected, digital world.
5	Professional Development	To support effective teaching and learning, the District will leverage Frontline software to track professional development and to fund year-round curriculum projects that integrate NYSED content and assessment updates.
6	Community Partnerships	Continue strategic collaborations with LHRIC Model Schools, TLI BOCES, and Putnam-Northern Westchester BOCES to expand professional development, innovative programming, and technology integration opportunities for staff and students.
7	Professional Development	Encourage educators to explore and confidently integrate emerging technologies that enhance teaching, learning, and digital citizenship.

V. NYSED Initiatives Alignment

Alignment with National Technology Plan

The Ardsley School District uses instructional technology to support improved student performance, high academic standards, and equitable access to learning opportunities. Consistent with the goals of the National Education Technology Plan, the district integrates technology in ways that support learning “everywhere, all the time,” while ensuring that its use remains purposeful and aligned with instructional goals.

Technology is embedded throughout the curriculum to support inquiry, collaboration, creativity, and critical thinking. Teachers use digital tools and emerging technologies to enhance instruction, differentiate learning, and provide students with multiple ways to demonstrate understanding. Professional Learning Communities (PLCs), instructional coaching, and ongoing professional development help educators effectively integrate technology and use data to inform instruction. By using technology to research, collaborate, and produce multimedia projects, students demonstrate mastery through multiple pathways.

To ensure equitable access, the district provides age-appropriate devices and supports internet connectivity for students when needed. Accessibility tools and assistive technologies help support diverse learners, including students with disabilities and English Language Learners. The district also integrates digital citizenship and social-emotional learning to promote responsible technology use and student digital wellness.

Through these efforts, instructional technology strengthens teaching and learning while ensuring all students have access to meaningful and engaging learning opportunities.

Full-Time Virtual Instruction

At the start of the 2026–2027 school year, the district will not offer a full-time virtual instruction program for students. All students will participate in in-person instruction within district schools. While technology and digital resources may be incorporated to support classroom learning, remote learning opportunities, or supplemental instruction when appropriate, the district does not operate a fully virtual instructional program, and no students will be enrolled in full-time virtual learning.

Smart Schools Investment Plan Alignment

The district does not have an active Smart Schools Investment Plan (SSIP) on file for Smart Schools Bond Act funding. Therefore, the responses provided in this survey are not aligned with an active SSIP. If the district develops or submits an SSIP in the future,

responses to related questions will be reviewed and aligned with the district's Smart Schools Investment Plan as required.

VI. Administrative Management Plan

Staff Plan:

The district maintains dedicated staff to support both instructional technology integration and technical operations. These staff members provide professional learning, coaching, and guidance to educators on the effective use of technology in teaching and learning, while also ensuring that the district's technology infrastructure, devices, and systems operate reliably and efficiently.

The Full-Time Equivalent (FTE) counts reported reflect staff whose primary responsibilities include delivering technology integration training and support and/or providing technical support to district schools as of the plan submission date.

Title	District Employed Staff (FTE)	Staff Contracted Through Vendor or BOCES (FTE)
District Technology Leadership	1	0
Instructional Support	0	0
Technical Support	0	4

Loan of Instructional Computer Hardware

The district provides for the loan of instructional computer hardware to students legally attending nonpublic schools in accordance with New York State Education Law §754. Through this process, eligible nonpublic school students have access to instructional technology resources that support their learning and ensure equitable access to educational tools.

Instructional Technology Plan Posting

In accordance with NYSED requirements, the district's Instructional Technology Plan is publicly available on the district website to ensure transparency and community access. The plan can be accessed at the following link:

<https://www.ardsleyschools.org/departments/technology>.

VII. Established Educational Technology Programs

The district has implemented several innovative educational technology programs at the building and district levels that have been in place for more than two years. These initiatives support instruction, student engagement, and equitable access to technology across grade levels.

Current program areas include:

- Active Learning Spaces and Makerspaces
- Advanced Computer Science and Technology Courses
- Artificial Intelligence (AI) Integration
- Assistive Technology
- Blended and Flipped Classroom Models
- Podcasting and Digital Media Creation
- Culturally Responsive Instruction with Technology
- Digital Citizenship
- Digital Equity Initiatives
- Digital Fluency Development
- Engaging the School Community through Technology
- Flexible Learning Spaces
- Instruction and Learning with Technology
- Media Literacy
- Personalized Learning
- Special Education Instruction and Learning with Technology
- STEAM/STEM Education

These programs are designed to enhance digital literacy, foster creativity and problem-solving, support diverse learning needs, and prepare students with the technological skills required for college, careers, and responsible digital participation.