North Salem CSD: 3-Year Instructional Technology Plan (2026–2029)

"Innovating Together, One Connection at a Time."

I. Purpose and Introduction

At North Salem CSD, we envision a learning environment where technology is a seamless bridge to our mission:

“Engage students to *continuously learn, question, define, and solve problems through critical and creative thinking*.”

North Salem CSD has four guiding goals: Literacy, Multi-Tiered Systems of Support (MTSS), Student Independence and Leadership Experiences, and District Operations. To demonstrate how technology should be integrated into our work as educators in a meaningful way, we have identified common themes across these goals to make them interconnected.

The purpose of this 3-year plan is to transition technology from a functional utility (a tool used for basic tasks) to a pedagogical catalyst (a tool that transforms learning). We have used survey results from 126 K-12 staff members and 257 students in grades 6-12 to determine the priorities for this plan.

Based on stakeholder feedback, we recognize that "effective use" can only happen when we problem-solve together to provide technology that is seamless and reliable. This plan is scaffolded to prioritize operational stability first, clearing the path for the NSCD goals of Literacy, Multi-Tiered Systems of Support (MTSS), Student Independence and Leadership Experiences, and District Operations.

The co-writers include:

Vince DiGrandi	David Popken
Jessica Drumm	Cynthia Sandler
Meredith Dutra	Shereene Shames
Roy Martin	Alison Vara
Jennifer Oliver	Julio Vazquez

II. Strategic Connections

District Goals	Strategic Integration	Evidence from the Field (Survey Quotes)
Operations	• Reliability is the foundation. Frictionless logins and high-speed Wi-Fi enable teachers to focus on teaching, not troubleshooting.	*"Slow login times for students take 5–10 minutes out of every instructional block."* — Faculty Survey
MTSS	• Standardizing Tier 1 tools ensures universal access; adaptive software provides targeted Tier 2/3 interventions for ENL and Special Education. • Teachers will utilize the data dashboard to inform and improve student learning outcomes through data-driven intervention.	*"I want to know how to use AI to help me with differentiation. I have so many levels in one room, and I need efficiency tools."* — Faculty Survey
Literacy	• Expanding the definition of literacy to include AI & Media Literacy. Students learn to decode, evaluate, and create across digital mediums.	*"I am worried about academic integrity, but I also don't want our kids to be behind. I need to know how to teach them to use it (online technology) right."* — Faculty Survey
Student Independence and Leadership Experiences	• Shifting students from passive consumption (checking grades) to active creation. Providing "voice and choice" in assessment.	*"Most of the time I'm just on Google Classroom or checking my grades. I want to do more projects that are interesting."* — Student Survey

	• Incorporating UDL (Universal Design for Learning) and Performance-Based Assessments (PBAs) to center critical and creative thinking aligned to the North Salem Portrait of a 5th Grader and Graduate.	

III. Three Measurable Goals

Rationale for Goal Development:

Goal 1: Technical Friction Reduction (Operations)

Objective: By the end of Year 1, 90% of staff and students will agree that "Infrastructure reliability is no longer a primary barrier to instruction."

- **The Rationale:** Faculty noted, *"The Wi-Fi in certain areas is spotty... it's hard to plan a high-tech lesson when you're worried the connection will drop."*
- **The Action:** Resolve Wi-Fi saturation issues; begin to streamline classroom hardware (Year 1); reduce the number of supported devices (Year 2); maintain a 24-hour average ticket resolution; supply teachers with a troubleshooting resource guide (Year 3).
- **The Measurement:** Decrease in HelpDesk tickets related to Wi-Fi-related issues; Decrease in tickets related to basic classroom troubleshooting, examples: display connections, sound, and computer start-up; Increase confidence in planning lessons to confidently integrate technology

Goal 2: Critical AI and Media Literacy Understanding (Literacy & MTSS)

Objective: By Year 3, 100% of faculty and students (Gr. 5-12) will demonstrate an understanding of how AI impacts information validity, academic integrity, and their specific field of study.

- **The Rationale:** Faculty noted, *"Teachers have likely not considered how AI has impacted their courses."* This goal focuses on literacy over usage—understanding the "black box" of AI so it can be navigated safely and effectively.
- **The Action:** Develop specific "AI Impact" faculty audits (Year 1); Develop student "Critical Evaluator" rubrics (Year 2); Integrate AI ethics into district-wide literacy benchmarks (Year 3).

- **The Measurement:** Offer targeted professional development around AI and Media Literacy; Explore the question “how can we use AI to enhance our practice?”; Help teachers access and explore our current portfolio of tools and what AI is currently built in; Get student feedback on AI and how North Salem should move forward

Goal 3: Student Creation & Agency (Student Independence and Leadership Experiences)

Objective: By Year 3, increase the percentage of K-12 students reporting they use technology to "Create, Design, or Build" from the current baseline to 75%.

- **The Rationale:** Students asked for assignments and assessments that incorporate *"problem-solving, creativity, and design"* rather than just digital worksheets.
- **The Action:** Deepen our understanding of the tools available to teachers and students and narrow the portfolio of software tools and defining “effective use” of technology integration (Year 1); Pilot digital portfolios; Implement "choice-based" digital assessments (Year 2); Launch a student-led "Tech Genius Bar" (Year 3).
- **The Measurement:** Students report being assessed in different meaningful ways; Effective use of student portfolio work to measure student progress with clear criteria of success; Students demonstrate an understanding of what is important to learning and not cognitively offload tasks

IV. The 3-Year Scaffolded Roadmap

- **Year 1: Foundation (Stability & Awareness):** We improve network infrastructure, begin the conversation on AI impact and media literacy, and audit software being used K-12.
- **Year 2: Growth (Integration):** We shift from using tech for basic tasks to lesson modification, with meaningful integration that gives students value-added technology experiences. We partner with the Professional Development Committee to meaningfully support teachers.
- **Year 3: Transformation (Critical Mastery):** Students take the lead through the Tech Genius Bar and Digital Portfolios. Technology integration is frictionless and part of our standard classroom practice in a meaningful way.

V. Year 1: "The Foundation"

Focus Area	Action Items
Operations	The Connection Audit: Map Wi-Fi; benchmark login speeds; resolve interactive board "friction" points.

MTSS	Software Audit: Review current apps, identify tools for Tier 2/3 support, and phase out low-impact software to reduce "app sprawl." Identify where / if AI is embedded into current software.
Literacy	"AI Audit": Department-level meetings to discuss how AI changes instruction and assessment. This includes understanding Media Literacy and its importance for early integration. Analyze our current portfolio of tools and how additions could supplement or replace our current software. Include students in the conversation to create next steps. Explore cognitive offloading and how to help students with healthy struggle.
Student Independence and Leadership Experiences	Digital Portfolio Pilot: Create an implementation roadmap.

VI. Resources

ISTE_STANDARDS_2024_v02.pdf

Computer Science and Digital Fluency | New York State Education Department

Digital Promise

National Association for Media Literacy Education

Common Sense Education

K-12 Technology Leadership Framework | CoSN Essential Skills

Conduct EdTech Audit — Civics of Technology

Teaching About AI

Teaching Systems Lab -MIT

Media Education Lab - URI

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